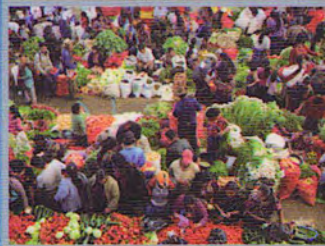
Kurdistan Regional Government
Council of Ministers
Ministry of Education

Sunrise

Activity Book 12

'3:/ Urban
/ә/ Mayor
ʃ/
ʒ/
S/
Z/
'ʃ/.
'ʒ/
/:/
1/ flood, blood

Kurdistan Regional Government
Council of Ministers
Ministry of Education

حكومەتی هەرێمی كوردستان - عێراق

وەزارەتی پەروەردە - بەڕێوەبەرایەتی گشتی پرۆگرام وچاپەمەنییەكان

TO NEW YORK
Why not contact my cousin?

1 VOCABULARY: air travel

A Complete Azad's conversation at the airport with the check-in assistant. Then practise.

air ticket boarding pass luggage ~~passport~~ shoulder bag suitcase visa

Assistant May I see your (1) *passport* ______ and your (2) ______, please?

Azad Here you are, and here's my (3) ______ for America.

Assistant Thanks. And how many pieces of (4) ______ are you checking in today?

Azad Just one (5) ______. It's about 20 kilos, I think.

Assistant Yes, 20.3 kilos. That's fine.

Azad Do you need to weigh my (6) ______, too?

Assistant Yes, please. Mm … 3.5 kilos, so that's no problem. … Now, here's your (7) ______, which shows you your seat number on the plane – 23C.

Azad Thanks very much.

Assistant You're welcome. Have a good flight.

B Complete the two-word nouns with the following.

control departure boarding ~~ticket~~ youth

1 air *ticket* ______
2 ______ lounge
3 ______ pass
4 passport ______
5 ______ conference

C Find the airport words to complete two more types of officer.

cutmos crysuite ~~celiop~~

1 *police* ______ officer
2 ______ officer
3 ______ officer

2 VOCABULARY: words in context

Choose the right word to complete each statement. Change the form where necessary.

1 Another passenger on the plane ______ Azad about his visit to New York. (ask / find out)
2 Azad ______ a lot from this passenger, who knew New York well. (ask / find out)
3 I'm just going on a short ______ to the mountains for a few days. (journey / trip)
4 Marco Polo's long and dangerous ______ from Italy to China took roughly three years. (journey / trip)
5 The manager and her assistant always have a ten-minute ______ at the start of the day. (conference / meeting)
6 Thousands of people from all over the world will come to the next international ______ on climate change. (conference / meeting)

7 Hemin and I had a quick ______ this morning, and he told me a bit about his holiday. (conversation / discussion)

8 Everyone who works here should meet one day and have a proper ______ about the future of our organization. (conversation / discussion)

9 We had dinner at about 7.00 ______. (last night / yesterday evening)

10 I turned off the TV and went to bed at 10.30 ______. (last night / yesterday evening)

11 I've just read an amazing ______ in this guidebook: the population of Greater New York is around 20 million! (fact / information)

12 This guidebook has lots of useful ______, advice and suggestions about things to do and places to see in New York. (fact / information)

3 FUNCTIONS: making suggestions

Complete the suggestions with these forms. Be careful with the grammatical forms!

I suggest ...	Let's ...
What about ...	Why not ...

Read more about this in SB Unit 1 *Language focus* page 10.

1 *Why not* ______ visit the Tourist Office to get more information?

2 ______ meet at 12.00.

3 ______ you go to the museum if you have time.

4 ______ going for a walk in Central Park with me?

5 ______ keep an afternoon free for seeing the sights of New York?

4 GRAMMAR: tag questions

Complete Kate's tag questions.

1 The conference starts tomorrow, *doesn't it?*

2 You aren't giving your presentation tomorrow, *are you?*

3 You don't know anyone in New York, ______

4 New York is a huge city, ______

5 You won't get home until next week, ______

6 There are people from all over the world at the conference, ______

7 The conference isn't going to begin today, ______

8 People have to go to the conference centre tomorrow morning, ______

9 You haven't had time to explore New York yet, ______

10 You can't see Central Park from your hostel, ______

5 LANGUAGE FOR LIFE

Complete the conversation. Then practise.

Fine. How can I help?
Have you got a pen and paper?
How was your journey?

Rondik Hi, Susie! It's Rondik, and I've just arrived in New York!

Susie Oh, great! ______

Rondik It was very good. I really enjoyed it.

Susie I can give you some names of places to visit if you like.

Rondik Thanks. That would be very useful.

Susie Right. ______

Rondik Just a moment ... OK, I'm ready now.

Rondik And I wonder if I could ask you one or two questions.

Susie ______

Rondik Well, first of all, how can I find out what's happening in New York.

Susie Oh, I suggest you buy a magazine called *Time Out*. It tells you everything.

TO NEW YORK
They wanted a better life.

1 GRAMMAR: comparative and superlative forms

A Complete this part of an interview with Helen. Use comparative forms.

'I come from a little town called Grass Valley out west in Oregon. Life there couldn't be (1) *more different from* (different from) the way it is here. For a start, everything is (2) ______ (a lot quiet) there, and life is (3) ______ (much busy than) it is here in New York. People are also (4) ______ (a lot friendly than) they are here. You see, they take the time to talk to you and get to know you (5) ______ (much well than) people do here. Here, life is just a race against time, day and night! And I have to say most people back in Grass Valley seem (6) ______ (a lot happy than) people do here. I'd love to go back, but sadly there's (7) ______ (much little work than) there is here in New York. So … I have to live in New York, but home for me will always be Grass Valley.'

B Complete this part of an interview with Josh. Use superlative forms.

'I've lived in some of (1) *the biggest* (big) cities in the world, but for me there's nowhere else like New York. It's simply (2) ______ (exciting) city on Earth, with many of (3) ______ (good) theatres and music and fashion events you'll ever find anywhere. It's not perfect, of course. For example, it's probably one of (4) ______ (noisy) places in the world! And the people here? Well, they certainly talk (5) ______ (loud) of anyone anywhere in the world, but they also work and play (6) ______ (hard). About safety? Well, New York used to be very dangerous, but not now. Apart from Tokyo, I'd say it's (7) ______ (safe) city I've ever known.'

2 VOCABULARY: grammatical pairs

A Find verbs and nouns from the text on SB page 6 to complete the pairs.

	verb	noun
1	act	*action*
2	live	
3		entrance
4	build	
5	attract	

	noun (thing)	noun (person)
1	*activity*	actor
2	immigration	
3		artist
4	visit	
5	tour	

B Use grammatical pairs from A to complete the following. Change the form where necessary.

1 At drama school, young *actors* do all sorts of strange *activities* and exercises to help them learn to act well.

2 When ______ first start to explore New York, they often choose to 'get the feel' of the city by taking a bus ______.

3 Old Tom has ______ in a small house on Staten Island all his ______.

4 New York is a great home to music, painting and all the other ______. You can see the work of thousands of ______ in museums and many other places around the city.

5 That office ______ is quite new. It was ______ just four years ago.

6 When crime first got very bad, the police did not ______ quickly enough to stop it. But later, their ______ gradually made the city a much safer place.

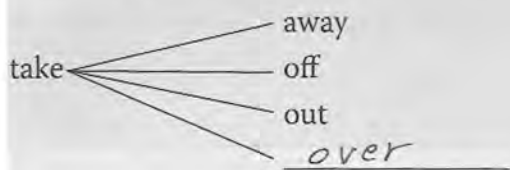
7 In recent years, ______ has continued and more and more ______ have been coming from Asia.

8 Broadway's theatres ______ thousands of visitors every day, and New York's museums are a big ______, too.

9 This year, there have been more ______ to New York than ever, and more and more of them are coming on holiday ______.

10 The theatre audience goes in through the beautiful main ______, but the actors ______ through a small door at the side of the building.

3 VOCABULARY: phrasal verbs with *take*

A Add another phrasal verb from the text on SB page 6.

B Use phrasal verbs from A to complete the following.

1 The plane ______ at 7.00 and climbed to 10,500 metres.

2 I went to the bank and ______ some money.

3 When Kak Eissa ______ the company next year, he will make some big changes.

4 It's dangerous to let little Dara play with that knife. I'm going to ______ it ______ from him.

4 GRAMMAR: past simple and perfect tenses

A Complete this part of an interview with Josh. Use the past simple or the present perfect. (Interviewer = I, Josh = J).

I When (1) ______ (you move) to New York?

J I (2) ______ (get) here the year before last. I (3) ______ (be) here for exactly two years and two months.

I Where (4) ______ (you live) before that?

J I (5) ______ (be) in Tokyo, and before that I (6) ______ (spend) three years in Berlin.

I (7) ______ (you ever want) to go back to Tokyo or Berlin?

J Not really. I (8) ______ (start) to feel that New York is my real home. And it really is now as I (9) ______ (just buy) my own apartment. It has a wonderful view over Central Park, and I (10) ______ (never feel) so happy anywhere else in my life!

B Complete this part of an interview with Helen. Use the present perfect or the present perfect continuous. (Use the continuous tense where both are possible.)

I How long (1) ______ (you be) in New York now?

H I (2) ______ (live) here for nearly two months.

I (3) ______ (you manage) to find your own apartment yet?

H No, not yet. I (4) ______ (stay) with an old college friend.

I What about work? (5) ______ (be able) to get a job yet?

H Yes, I (6) ______ (work) for a publisher ever since I arrived.

C Complete the statements about Helen and Josh. Use the past simple or past perfect. Use the past perfect where both are possible.

About Helen:

1 Until Helen ______ (go) to college in San Francisco, California, she ______ (never travel) very far from home.

2 She ______ (choose) to study there because she ______ (always want) to experience life in California.

3 After she ______ (decide) to work in publishing, she ______ (also decide) to move to New York, the most important centre of the publishing industry in America.

About Josh:

4 By the time Josh ______ (reach) the age of 18, he ______ (already live) in several different countries, and he ______ (also be) to seven different schools. He and his younger sister ______ (have to) do this because his father worked for an international company.

TO NEW YORK
Finding out about people

1 WRITING SKILLS

A Write the following as a conversation. Add the correct punctuation – capital letters, commas, apostrophes, full stops, question marks and exclamation marks.

soon after azad arrived in america he called miss reilly hello she said and she asked about his journey
it all went very well thanks to you he replied I arrived last night
good she said and the conference starts tomorrow doesnt it
yes azad answered and im preparing now
but you arent giving your presentation tomorrow are you his teacher said
no azad agreed thats on tuesday but he went on theres lots of information to read
well yes miss reilly replied but you dont want to miss the chance to see new york do you what about going over to central park later on she suggested
good idea azad agreed

B Look at the first part of the conversation on SB page 5 to check most of your punctuation. Look at the Reference Section page 105 to check the quotation marks.

2 WRITING

A Collect information about Azad from different parts of Unit 1 in your Student's Book to complete the Conference Members' Form at the top of the next page.

B You are the conference organizer who will introduce Azad before he gives his presentation. Use information from the first part of the completed Conference Members' Form to write a short paragraph. Start like this.

Hello, everyone, and thank you for coming to this presentation, which is on Kurdistan in northern Iraq. I'd like you to welcome our speaker, Mr (full name) *Azad Qadir*. He is from (place) *Silemani*, and he is a (number) *3rd*-grade student of (subject) *English* at (university/school) *American University (in silemani)*. I am sure he has a lot to tell us about his part of the world that will be very interesting. And the title of his presentation today is '*Building the new kurdistan*'.

CONFERENCE MEMBERS' FORM

Please note that all conference members MUST complete this form and return it to the Conference Office (Room 101) by 10 a.m. on Monday.

Name: Family ____________ First ____________

Title: Mr ☐ Ms ☐ Other ____________ Nationality: ____________

University / School: ____________

Year / Grade: ______ Main subject(s) ____________

Presentation title: ____________

Day of presentation: ____________ Time: ______

New York address: ____________

Telephone / Email: ____________

3 UNIT TASK

A Complete your own conference form.

1 Complete the personal details.

2 Make up your own presentation details and add these to the form. (Your presentation must be related to Kurdistan.)

3 Choose your hostel from the ones in your Student's Book page 9, Unit Task. Add the address and phone number to the form.

CONFERENCE MEMBERS' FORM

Please note that all conference members MUST complete this form and return it to the Conference Office (Room 101) by 10 a.m. on Monday.

Name: Family xoshnaw First Amira

Title: Mr ☐ Ms ☑ Other ____________ Nationality: Kurd

University / School: Qushtapa High school for girls

Year / Grade: 12th Grade (2022-2023) Main subject(s) my town and its future

Presentation title: How I can help my country

Day of presentation: Saturday Time: 3:00 P.M

New York address: 19 W 103 St.

Telephone / Email: ____________

B Take the part of the conference organizer who will introduce you before you give your presentation. Use information from the first part of the form above to write a short paragraph. Start as in 2B (the paragraph about Azad).

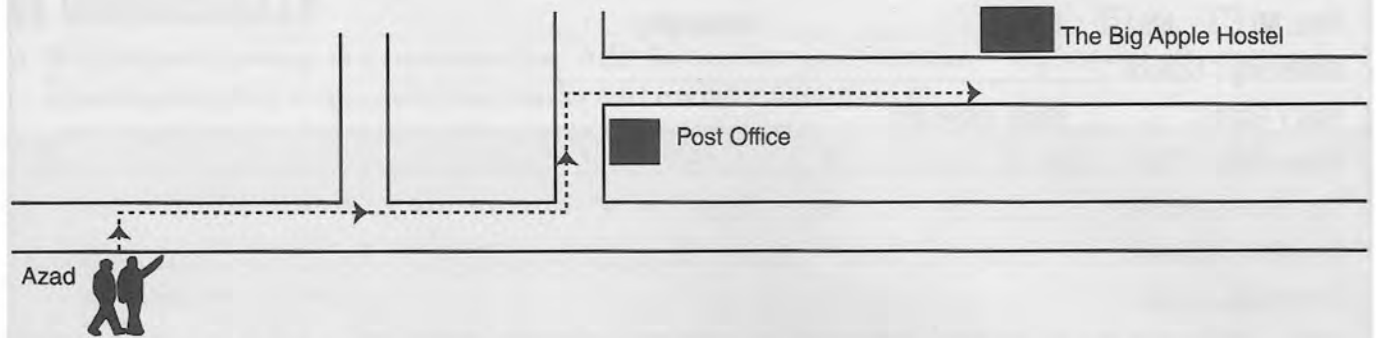
Hello, everyone, and thank you for coming to this presentation, which is going to be on Kurdistan in northern Iraq. I'd like you to welcome our speaker, Mr. (Azad Qadir) He is from (Kurdistan), and he is a (12th) - grade student of (youth conference) at (Qushtapa H. S. for girls) I am sure he has alot to tell us about his part of the world that will be very interesting.
And the title of his presentation today is

« How I can help my country? »

Language Focus

1 UNIT LANGUAGE AND FUNCTIONS REVIEW

A Study the map and write directions for Azad.

The Big Apple Hostel

Post Office

Azad

Azad Excuse me, but could you tell me the way to The Big Apple Hostel, please?

New Yorker Sure. First, you have to go straight down this road and take the second turning on the left. Then you need to will sell apost office. After that, you should turn right and walk straight. Finally, you get the Big Apple Hostel is on the left.

B You and four friends are thinking of things to do together on Friday. Write everyone's names and suggestions. Use different ways of making suggestions.

You ______________________

______ ______________________

______ ______________________

______ ______________________

______ ______________________

C Compare yourself with some of your friends. Write one comparative and one superlative form for each of the following.

1 tall — I am taller than my friend (Lana).
I am the tallest.

2 artistic — I am more artistic than Lana.
I am the most artistic.

3 play (game) well — I play better than Lana.
I play the best.

D Write things that you would like to tell a new friend about yourself.

1 Something special that you did at a young age:
When I __________, I ______________________

2 Something special that you have just recently done:
Just recently, I ______________________

3 Something that you have been learning / trying to do for a long time:
For the last __________, I ______________________

2 UNIT VOCABULARY REVIEW

Complete the puzzle with 13 of these new words. (Change the form if necessary.) Find and write a short question for number 14. Find a similar question in the conversation on SB page 5.

arrange	crime	district	fashion	found	law	liberty	mile	passport
publishing	recover	security	shine	suitcase	treble	visa	woods	youth

1 The … of today have many more chances in life than their parents did.

2 There have been economic problems, but things are improving. The economy will soon … .

3 These … are ancient: some of the trees are 600 years old.

4 Tom, you can't drive your dad's car on the road. You're too young, so it's against the … .

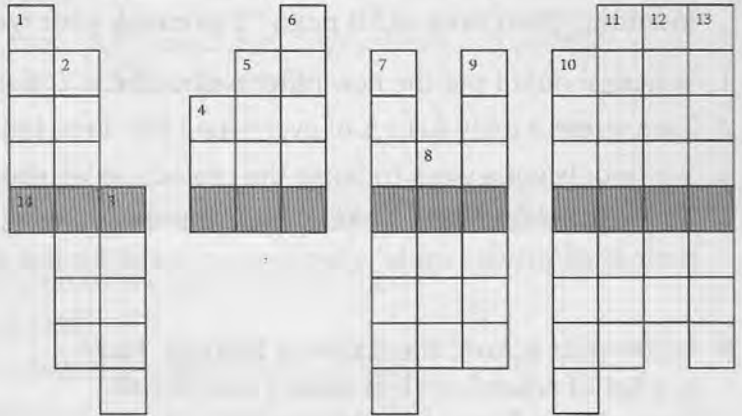
5 If you want to visit China, you have to get a … in your passport before you go.

6 How many … is it from here to the next town?

7 I put all my clothes for the trip in this … .

8 The rain has stopped, and the sun has started to … .

9 Most people want to have the … to do what they want when they want.

10 Other areas of the country are very flat, but there are a lot of hills in this … .

11 The … officer was checking everyone's bags.

12 … in clothing changes a lot. For example, soft colours were popular last year, but now everyone is wearing bright reds and yellows and blues.

13 Before you can travel abroad, you'll have to get a … .

14 ____________________

3 TO HELP YOU STUDY

Practise using the Reference Section to find answers to language problems.

A Use the Grade 12 Alphabetical Wordlist to answer the following questions.

1 What does *revitalization* mean in Kurdish? __________

2 How is *ou* pronounced in the following words? Copy the different phonetic spellings of *ou*.
a) dr**ou**ght __________ b) sh**ou**lder bag __________ c) tr**ou**ble __________
d) vari**ou**s __________ e) y**ou**th __________

3 Is the word *state* shown as a verb, noun or both? __________

4 What abbreviation is shown for *telecommunications*? __________

5 What verbs are shown to go before *used to*? __________, __________

6 What preposition often follows the connector *In addition*? __________

B Look up Understanding Words to complete the following statements.

1 We put prefixes at the __________ of words, and we put suffixes at the __________.

2 The prefix *micro~* means __________, and it is used in Grade 12 in the word __________.

3 We use the prefix __________ to form the opposite of *possible*, and __________ for the opposite of *complete*.

4 The suffixes we use to turn the verb *invent* into a) a 'thing' noun and b) a 'person' noun are a) ______ and b) ______. The nouns are a) __________ and b) __________.

5 Add the correct suffixes to the word *interest* to complete this statement correctly.
If you're __________ in wildlife, there's a very __________ documentary on lions at 7.00.

2 GETTING ORGANIZED

LESSONS 1&2

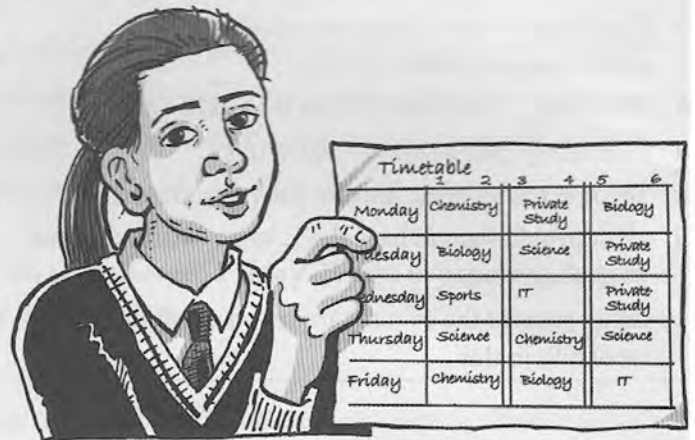
Don't you have to revise?

1 VOCABULARY: 'time' documents

A Complete the names of the time documents. Try to complete the spellings correctly from memory. Then turn to SB page 12 to check your work.

1 Where should I put the new office caLendar? // On that wall, please. Then everyone can see it.
2 Zara writes a daily diary of everything she does, but I just use mine to note things I have to do.
3 We've only got a week to finish the project, so we need to work out a very clear work schedule.
4 This year's school time table looks less busy than last year's, but that's because we've got several periods of 'private study' when we can revise for our exams.

B Write your school timetable in English. Here is a list of school subject names you already know. If you have any subjects that are not included, ask your teacher for help.

Arabic Art Biology Chemistry
Economics English Geography
(General) Science History IT
Kurdish Maths Religious Education
Sociology Sports

Period	Time	Saturday	______	______	______	______	______
1st	______	______ ______	______ ______	______ ______	______ ______	______ ______	______ ______

hide- hid - hidden

2 GRAMMAR: prepositions of time

Add the correct prepositions, along with true information about yourself.

1 I was born at midday (time) on monday of Jan. in 1982 (day and date).

2 I went to my first school, Bayan Primary School (school name), from 1990 to 1996 (year, year).

3 During those years, I learned to write and read, and in 1996 the time I finished there, I could speak English quite well.

4 I continued at that school Bayan I was 12 years old (age). Then, in 1997 (year), I moved to Naz secondary school (school name).

3 GRAMMAR: negative questions

Complete appropriate negative questions for these situations. Use the words in brackets.

1 You see two young children who are playing in the street during school hours.
Shouldn't you be at school? (should be)

2 Your little brother is late for training at the football club, which starts at 5.00.
Didn't he have to be at football training by 5.00? (have to be)

3 A girl at school called Chinar has spoken nastily to your good friend Rondik but does not see that she has done anything bad.
Listen, Chinar! don't you understand that Rondik is really upset? (understand)

4 You think that Chinar should 'put things right' with Rondik.
can't chinar go and say sorry to Rondik? (can go)

5 Chinar replies to you. She says 'sorry', but she tries to say that she did not mean the things she said to Rondik. She says:
I'm sorry, but didn't Rondik realise that I wasn't serious? (Rondik realize)

6 Your little sister has been playing with your CD player and she has damaged it.
Oh, no! why can't you leave my CD player alone? (why can leave)

7 You are talking about a friend who has just kicked (hit) a football through a neighbour's window – for the third time!
I can't believe it! why didn't he take his football and play somewhere safe like the park? (why take)

4 LANGUAGE FOR LIFE

Complete appropriately with two possible expressions for each dialogue. Then practise.

But listen, ...	If you're not careful, ...	If you go on like this, ...	Sorry, but ...

1 **A** I love burgers! I had five for lunch!
B If you're not careful / If you go on like this you're going to get really fat!

2 **A** I'm going out now to meet my friends.
B But listen / Sorry, but ... you said you were ill this morning and you couldn't go to school!
A Ah, yes, but I'm feeling much better now!

GETTING ORGANIZED
What will you be doing in a year from now?

1 VOCABULARY: verb-noun pairs

A **Find verbs from the text on SB page 14 to complete the pairs.**

	verb	noun
1	*organize*	organization
2	develop	development
3	decide	decision
4	waste	waste

B **Now use grammatical pairs from A to complete the following. Change the form where necessary.**

1 Has Dara decided which job to take? // No, he's still trying to make his decision.

2 It's a waste (n.) of time to sit here doing nothing, and I hate wasted time! wasting (adj.)

3 A university is a large organization, and to work efficiently it has to organize its activities well.

4 Kurdistan wants economic development, and with its many new projects it is developping fast.

2 GRAMMAR: future continuous

Mark Wilde is talking to TV and newspaper reporters about his plans for a big team 'sky dive'.

Write the reporters' questions for his answers. Use the words in brackets.

R1 *When will you be doing your jump?*
(when (do) your jump)

MW We will be doing it at this time tomorrow – if the weather is good.

R2 How high will you be going?
(how high (go))

MW We will be going up to a height of 50,000 feet.

R3 where will you be doing your jump?
(where (do) your jump)

MW We will be doing it near Cape Canaveral, Florida.

R4 How many people will be jumping?
(how many people (jump))

MW Thirty-three of us will all be jumping together.

R5 will you be trying to hold hands as you fall?
((try) to hold hands as you fall)

MW Yes, we will be trying to form a large ring.

R6 How long will you be staying together like that?
(how long (stay) together like that)

MW For as long as possible – until we have to move away from each other and prepare to land.

3 GRAMMAR: *too; (not) enough*

Hank (H) and his Dad (D) are taking a holiday in Paris. Use the words in brackets to write Dad's replies. Add *too* or *not ... enough*.

1 At the airport

H Look! I've bought all these guidebooks to read on the plane to Paris!

D Oh, no! *There are far too many to carry!* (there (be) far / many (carry))

H Don't worry. They'll be fine.

D But *we don't have enough time to read them all.* (we (not have) / time (read) them all)

H Well, you can read half of them and I'll read the other half!

2 The first day in Paris

H Let's walk round the city all day today.

D Sorry. I will be too tired to do that. (I (be) / tired (do) that)

H Oh, come on, Dad!

D No. *I don't have enough energy to walk all day* (I (not have) / energy (walk) all day)

H Well, let's just walk for an hour or two.

3 That evening

H Why don't we have lunch at the five-star *Restaurant Fantastique*?

D No, no, no! *we aren't rich enough to do that.* (we (not be) rich / (do) that)

H Yes, but it's a special day – your birthday!

D But *we don't have enough money to eat there* (we (not have) / money (eat) there)

H Don't worry about that, Dad. Enjoy yourself!

4 The next day

H What about going on the river and then up the Eiffel Tower this afternoon?

D No, I think *that is too much to try and do.* (that (be) / much (try and do))

H I'm sure we can do it if we start now.

D No, *there isn't enough time to do both.* (there (not be) / time (do) both)

H Well, let's just try!

D Oh, all right then.

5 On the way home

D Thanks for pushing me, Hank. If you hadn't been with me, all those things we did together *would have been too much for me to do.* ((be) / much for me (do))

I would not have had enough energy to do them alone. (I (not have) / energy (do) them alone)

4 VOCABULARY: networks

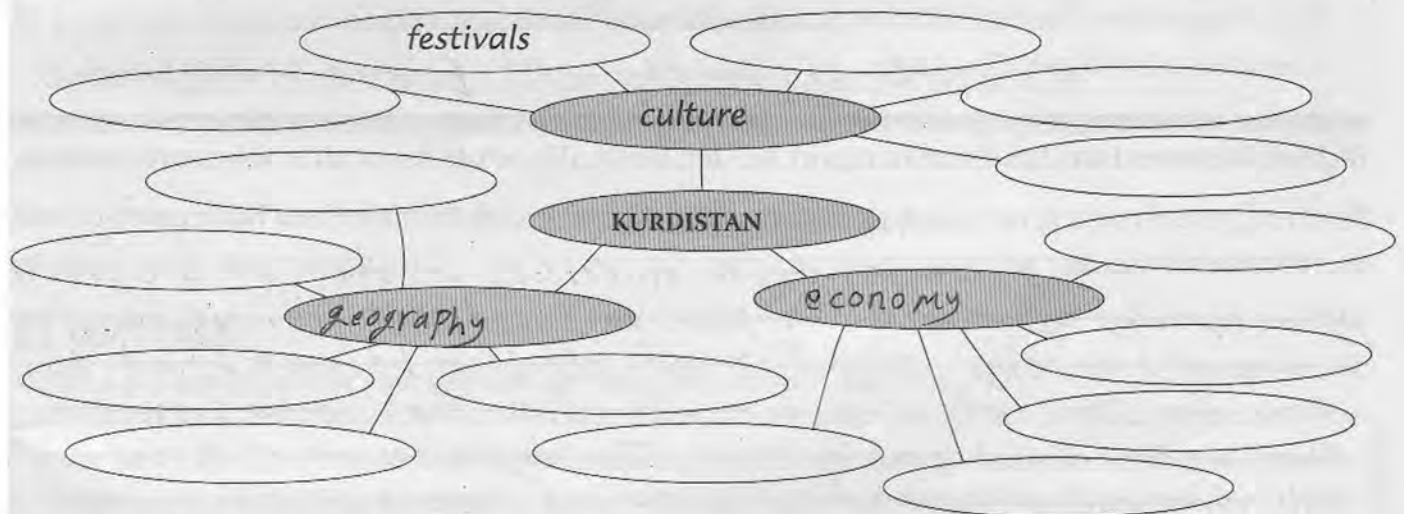
Use the following words to create a network about Kurdistan.
First, create these three sections: culture economy geography.
Then add these words: climate construction development farming festivals food language location mountains music oil population rivers trade & transport traditional design

festivals

culture

KURDISTAN

geography

economy

5 Use the network to plan an essay.

Imagine that you have to write an essay about one of these three 'faces' of Kurdistan. Choose one, and then choose three of the five topics that you have listed. Next, mention particular points that you would make. Start your plan like this and then continue.

I would like to write about the *geography* of Kurdistan. First, I would write a paragraph about *its location*, and I would say something about *its neighbours - the rest of Iraq, Iran, Turkey and Syria*.

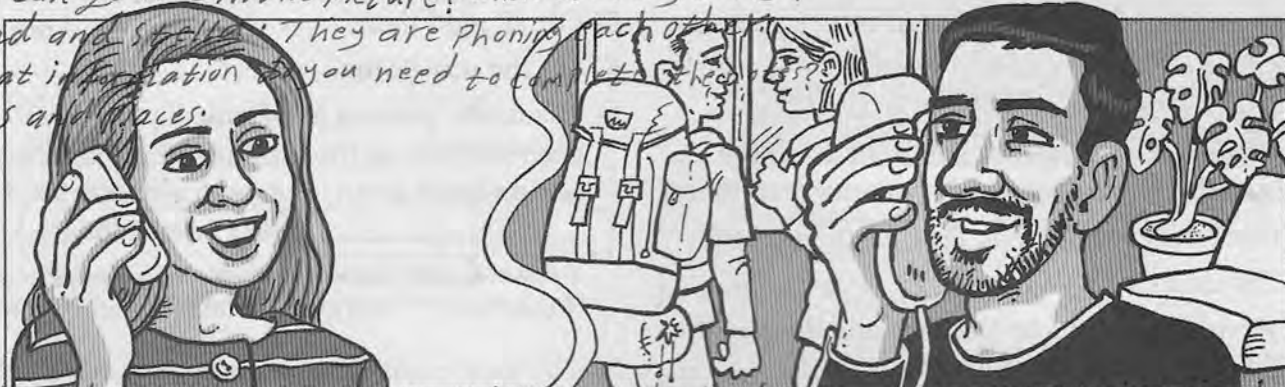
Next, I would write a paragraph about ______, and I would say something about ______.

Then, I would write a paragraph about ______

______.

GETTING ORGANIZED
Organizing a meeting; organizing ourselves

1 WRITING SKILLS Track 8

A Listen and complete the notes.

Azad's first suggestion: Meet on __________ *at* __________
Stella's problem: Extra university lecture at __________
Stella's suggestion instead: Meet on __________
Azad's problem: Has to speak for __________ *at* __________
Stella's suggestion after that: Meet on __________ *at* __________
Where they plan to go: __________ *and* __________

B Turn the notes into Azad's email report to Kate Reilly. (He wrote it just after the conversation.)

First, I suggested meeting on __________ at 3.00, but Stella had a problem with that because she has to __________

2 LANGUAGE FOR LIFE

First, order the useful telephone expressions. Then complete the dialogue with them, adding capital letters and punctuation. Check your work in SB page 17 Activity C.

you / for / phone	please / it / what / is / name	help / how / you / I / may
moment / you / for / could / hold / a	him / you / me / through / put / to / could	

Receptionist Big Apple Hostel. __________

Stella Oh, hi. I'd like to speak to a guest, please. His name is Azad Qadir. __________

Receptionist I'm afraid we don't have phones in the guests' rooms. But wait, I know the person you mean, and I can see him now in the entrance hall.

Stella Oh, great!

Receptionist could you hold for a moment?

Stella Of course.

Receptionist I'll call him over to the phone ... Er, what name is it?

Stella Stella Farrant.

Receptionist Mr Qadir! Mr Qadir! Phone for you!

3 WRITING

A Take the part of Dr Dale and write a short report about Layla. Use material from SB page 13 and page 17 to write a paragraph. Start like this.

Steve is right to tell Layla that she is too anxious. If she goes on like this, she may burn out before the big exams next summer, just as Steve says. She therefore needs to do one or two things differently. For example, I really think that she ______. I also think ______

B Continue with a paragraph about Steve. Start like this.

However, Layla is correct to tell Steve that he is a bit too relaxed. If he is not careful, he'll do badly in his test again exactly as Layla says. As a result, he needs to ______. For example, ______

4 UNIT TASK

Write a paragraph about yourself and Dr Dale's ideas. Start like this.

I was very interested to read Dr Dale's ideas about getting organized. She offers a number of tips that are very useful, including several things that I have not thought about before.

On the positive side, I feel that I already do some of these things that I have not thought before. For example, I think she's quit right about trying to get a good night's sleep, and take breaks then takes priority over phoning friends. I also try to kill two birds with one stone by using my mobile, calendar function to help my self to remember important dates.

However, it is also true that I don't strong enough to say no with (time wasters) like too much TV, but I am not write a daily to do list things, and I never leave all my revision till the night before an exam.

Language Focus

1 UNIT LANGUAGE AND FUNCTIONS REVIEW

Complete Dr Dale's page in *Student Today Magazine*. Fill the gaps with language that you have met in Unit 2. Use the words in the box.

during	enough time to	for too long
from	isn't there	need
should	to	too much time
why not	will be getting	will be having

YOUR QUESTIONS ANSWERED

Useful advice for students

By Dr Sally Dale

Dear Dr Sally,

I have just been accepted to study engineering at my first-choice college. Of course, I am very pleased about that, and I keep telling myself that this time next year I (1) __________ a great time. However, that means studying (2) __________ the age of five (3) __________ the age of 24 without a break! I feel I've been spending (4) __________ with books (5) __________. And I don't think I've had (6) __________ develop as a person. So I keep wanting to do something else for a while. (7) __________ something I can do about this?

Ann Rees (18)

A Dear Ann,

Yes, there is something: you (8) __________ consider taking a 'gap' year – a year away from education before you continue. Of course, you will (9) __________ to ask your college to hold your place for a year, but they will probably be very happy to agree. Then, (10) __________ that year, you can do a practical job and get experience in the real world of work. For example, you could join an organization that helps build things like bridges and schools in places such as Africa and S.E. Asia. If you do that, you (11) __________ valuable engineering experience as well as a break from studying. (12) __________ contact your college about this today?!

2 UNIT VOCABULARY REVIEW

A Use the letters in brackets to produce the words for the definitions.

1. *complete*: (v) to finish, e.g. a piece of work (meltcope)
2. __________: (n) an important thing that must be done before other things (yoritrip)
3. __________: (n) an amount of time, e.g. the length of a school lesson (rediop)
4. __________: (v) to use materials again, often to make something different (yelcrec)
5. __________: (n) problems, worries or things that are difficult (tourleb)
6. __________: (v) succeed in doing something difficult (acehive)
7. __________: (n) a plan of activities or events and when they will happen (heedlucs)
8. __________: (n) the scientific study of heat, light and other forms of energy and how they move or change objects (scyphis)
9. __________: (n) a printed piece of paper that is free and that gives information about something (felteal)
10. __________: (n) one of the two periods of about 18 weeks that the school year consists of in some countries (stemseer)
11. __________: (n) a meeting or a class where a small group of people discuss a subject (minesar)
12. __________: (n) the study of social matters, the way that human beings organize themselves as a group and the way they act towards each other (yooliscog)

B Check your work in A. Find the words you produced in this list of important new words.

achieve anxious biology burn out bus stop chemistry complete document leaflet lecture outline period physics priority recycle relaxed research receptionist revision schedule semester seminar sociology trouble

3 TO HELP YOU STUDY

A You already know the words in these tables. To complete the tables, add endings to form new words that you have met in Grade 12, Units 1 and 2.

	verb	noun
1	plan	plan
2	practise	practice
3	protect	protection
4	publish	publishing
5	revise	revision

	noun	noun
1	bank	banking
2	chemist	chemistry
3	immigrant	immigration
4	presenter	presentation
5	wood	woods

B Check your work in the Grade 12 Alphabetical Wordlist.

C Use pairs of words from A to complete the following. Change the form where necessary.

1 The US population was just a few million in 1800, but immigration rose rapidly during the following century and immigrants started coming from many other parts of the world.

2 How often do you practise (v.) your singing? // I go to singing practice (n.) three times a week.

3 We used to go into the woods to find trees that had fallen and bring back wood for our fire.

4 My uncle works for a publisher (n.), and my cousin hopes to get a job in publishing (publication) too.

5 Why have you written TRAVEL on your plan for next summer? // Because I'm planning to travel round the world then!

6 I'm going to do some revision for our history test tonight, and then I'm going to revise for our biology test tomorrow night.

- bankable = adj.
- banker = n. of person
- banking = n.

D You already know all the nouns and adjectives in this table. Add the missing ones and then the adverbs.

	noun	adjective	adverb
1	beauty	beautiful	beautifully
2	difference	different	differently
3	environment	environmental	environmentaly
4	fashion	fashionable	fashionably
5	person	personal	personally
6	safety	safe	safely

E Use sets of words from D to complete the following. Change the form where necessary.

1 A I heard about the fire. Are you and little Nian safe?
B Yes, we all got out safely, Mum. But we've lost everything.
C That's not important. Your safety is the only really important thing.

2 A Here are Dlovan Gharib's personal details.
B Thanks, but tell me, what sort of person is he?
A Speaking personally, I think he's the right man for the job, but you should decide for yourself when you interview him.

3 A Have you noticed any difference(s) now that Layla has been away at university for a year?
B Oh, yes! She thinks and talks very differently now. She's really a different person!

- publish = v.
- // er = n. of person
- publication = n. of thing
- environmentalist = n. of person

SAVING THE PAST FOR THE FUTURE
People may have lived here.

1 VOCABULARY

A Complete the tables with words from the box.

area circular deep distance height length measure rectangular square triangle volume weight wide

Dimensions

adjective	high	wide	long	deep
noun	height	width	Length	depth

Shapes

noun	square	rectangle	triangle	circle
adjective	square	rectangular	triangular	circular

Other ways of measuring

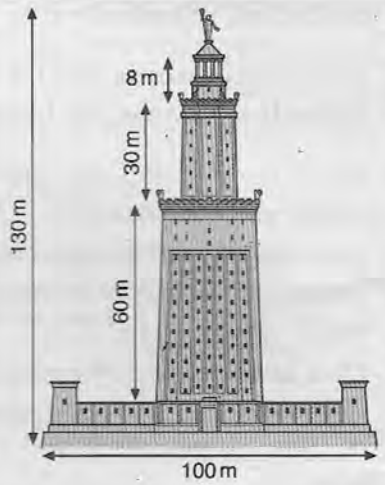
verb	Measure	weigh /weɪ/
noun	measurement	weight/weɪt/

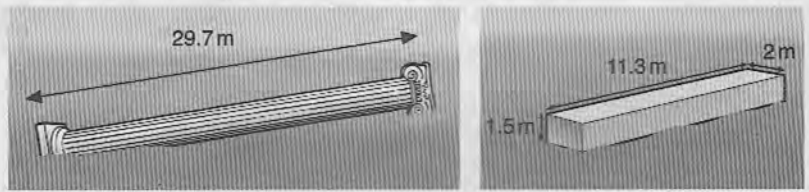
distance	e.g. metres (m) kilometres (km)	e.g. feet miles
area	e.g. square metres (m^2)	e.g. square feet (sq ft)
volume	e.g. cubic metres (m^3)	e.g. cubic feet (cu ft)

B In Grade 9, you learned a little about Alexandria's Pharos lighthouse. Here is more. Use words from the tables to complete the text.

For 1,500 years, Pharos, the world's first lighthouse, stood on a small island at the entrance to the important Egyptian port of Alexandria. With its great (1) height of about 130 metres above sea level, it became one of the Seven Wonders of the Ancient World (along with the Pyramid of Khufu near Cairo).

Ships could see the light of Pharos from a (2) distance of 30 miles or more. By day, it came from a mirror that shone the light of the sun across the sea. By night, it came from a huge fire.

The base of Pharos covered most of the island and probably had an (3) area of roughly 10,000 m^2. Rising from this, the main structure of the lighthouse consisted of three different parts. The first was (4) square in shape. It seems that each side was about 35m (5) Long and was approximately 60m (6) high. On top of this, the second part had eight sides, and it probably had a (7) height of roughly 30m. The top part was (8) circular in shape and above that probably stood a statue of *Poseidon.

Pharos guided ships to safety for many years, but earthquakes gradually destroyed it. Since 1994, over 2,000 ancient stones, columns and statues have been discovered on the seabed at a (9) depth of about seven metres, and it is believed that many of them were once part of Pharos. One huge column has a (10) Length of nearly 29.7m.

There is also a line of over 20 huge blocks of stone, some over 11m (11) Long, with a (12) volume of around $35m^3$ and a (13) weight of as much as 75 tonnes.

*Poseidon: the Greek god of water and the sea, also the bringer of earthquakes

2 GRAMMAR: Active and passive; *by* + agent

Put the following into the passive. Use *by* + agent only when it is important to do so.

Alexandria and Pharos

Alexander the Great founded Alexandria over 2,300 years ago, and his people built this great new port on the coast near the mouth of the River Nile. Under the new king, Ptolemy I, they designed many fine buildings for this new capital of Egypt. Then they began the construction of the most famous of them all – the Pharos lighthouse. Ptolemy I's son, Ptolemy II, finished the project 12 years later. From that time, its light guided visitors safely into the port, day and night. Although earthquakes destroyed it long ago, and no one has seen it for 700 years, people still remember it as one of the Seven Wonders of the Ancient World.

Alexandria and pharos

3 GRAMMAR: expressing certainty and possibility – past and present

Use the verb in brackets and suitable forms from the table to complete the following.

	certain	possible
present	**must/can't be (doing)*	*may/might/could be (doing)*
past	*must have (done)* *can't/couldn't have (done)*	*may/might/could have (done)*

*Before you start, read about *must* and *can't* for certainty in Language Focus Lesson 2 on SB page 26.

Pharos, past and present

No one knows for sure the height of Pharos, but it (1) must have been (be: certain) about 130 metres. And as one of the tallest structures in the world at that time, it (2) must have been (amaze: certain) everyone who saw it. Sadly, a long series of earthquakes between 320 and 1303 gradually destroyed it. It seems that an earthquake in 796 (3) might have damaged (damage: possible) the top part quite badly. However, it (4) can't have collapsed (not collapse: certain) because the famous writer Idrisi tells us that it was still working when he visited in 1115. However, there (5) could have been (be: possible) some major problems because Salah al-Din, the great Kurdish leader of the Muslim World and ruler of Egypt, began repair work in 1272. Sadly, soon afterwards, a huge earthquake in 1303 sent almost the whole structure to the bottom of the sea.

Since 1994, around 2,250 large pieces of stone have been found on the seabed, and many of these (6) must be (be: certain) the remains of Pharos. The experts say that there (7) Must also be (also be: possible) about 500 more blocks, statues and columns down there which still have to be found. The hope is that with much careful study, all these pieces will tell us more clearly what the whole structure (8) May have looked (look: certain) like when the Ptolemies were the rulers of Egypt.

SAVING THE PAST FOR THE FUTURE
Plans are now being carried out.

1 VOCABULARY

A Use word formation patterns to recognize new word forms (in italics) that are grammatically related to words you know. Add these grammatical forms to the table heading: adjective, noun (person), noun (thing).

	noun of thing	noun of person	adjective
1	*archaeology*	archaeologist	archaeological
2	biology	*biologist*	*biological*
3	technology	*technologist*	*technological*

B Look at the first four lines of the tables below. Then complete line 1 of each table with words from the text on SB page 22.

	verb	noun
1	invent	invention
2	attract	attraction
3	construct	construction
4	pollute	pollution
5	collect	collection
6	connect	connection
7	Locate	location

	verb	noun
1	civilize	civilization
2	invite	invitation
3	organize	organization
4	present	presentation
5	conserve	conservation
6	explore	exploration
7	prepare	preparation

explosion = n.

C You can even use these patterns to work out the probable forms of words you have never met. Complete lines 5–7 of each table in B. (But note: be careful when you do this. English often breaks its own patterns, so always check your ideas in a dictionary.)

D Use words from A–C to complete the following.

1 Haval always loved looking at plants and animals when he was small. Now, biology ________ is his best subject at school, and he wants to study at university to become a biologist ________.

2 The ancient city was Located (p.p) at the southern end of the lake, and you can easily see its exact Location ________ from the large mound that still stands there.

3 Have preparations for the project started yet? // Yes, we're Preparing ________ to start work next month.

4 The Great Pyramid of Khufu took over 20 years to construct ________, and thousands of men worked – and even sometimes died – to make its construction ________ possible.

2 GRAMMAR: the passive – mixed tenses

An old Erbil Citadel building is being repaired and made ready for its new use as a craft workshop with a craft shop and café. A city planning officer is visiting the site today, 8th November, and she is asking about the work programme.

Study the work schedule and answer her questions. Use the present continuous passive, the passive with *going to* and other tenses necessary to give information about dates.

Job	Work schedule Schedule (Oct–Dec)	Completed?
Repair roof.	1–19/10	✓
Build workshop area.	15–27/10	✓
Deliver new doors.	24/10	✓
Change electrics.	29/10–9/11	
Paint all walls.	5/11–16/11	
Construct workshop shelves & tables.	8/11–16/11	
Plant café garden.	19/11–30/11	
Set up workshop & café equipment.	21/11–30/11	
Wash & clean whole building.	3–6/12	

1 Q Have the electrics been changed yet?
A No, they haven't, but they're being changed now. They're going to be finished tomorrow.

2 Q When is the workshop area going to be built?
A It's already been built. It was finished on 27th October.

3 Q Is the café garden being planted now?
A No, it isn't, but it's going to be planted soon. It's going to be finished on 30th November.

4 Q When is the roof going to be repaired?
A It's already been repaired. It was repaired on 19th october

5 Q Is the workshop and café equipment being set up now?
A No, it isn't but it's going to be set up soon. It's going to be finished by 30th Nov.

6 Q Have the workshop shelves and tables been constructed yet?
A No, they haven't, but they are being constructed now and going to be finished on 16th Nov.

7 Q When are the new doors going to be delivered?
A The new doors have already been delivered. They were delivered on 24th october.

8 Q Have all the walls been painted yet?
A No, they haven't. They are being painted at the moment and they are going to be completed on 16th Nov.

9 Q Is the whole building being washed and cleaned now?
A No, it isn't. It's going to be washed and cleaned between 3rd Dec and 6th Dec.

3 GRAMMAR: *It is said / thought / believed that ...*

A Change the start to *It is ...* and order the other words below to write statements about the pictures of British history and old stories.

People	say think believe	that	a lake in northern Scotland. / lives in Loch Ness, / an ancient monster was buried / in central England. / deep in this mound / an ancient king be able to walk / from Britain to Germany / on dry land / all the way / people used to

1
It is thought that an ancient king was buried deep in this mound in central England.

2
It's believed that people used to be able to walk from Britain to Germany on dry land.

3
It's said that an ancient monster lives in Loch Ness, a lake in northern Scotland.

B Write a similar statement about Kurdish history or an old Kurdish story.

____

____

____

LESSONS 5&6

3 SAVING THE PAST FOR THE FUTURE
Making a presentation

1 WRITING

A Complete the exhibit notes. Choose words from the following.

p.p	preposition	names of country
		China
made	across	Egypt
produced	along	India
sold	all along	Persia
taken	from	The Silk Road
traded	in	Central Asia
used	to	the East
		the West

Central Asia, the East, the West — names of different regions

Items for the Silk Road Exhibition

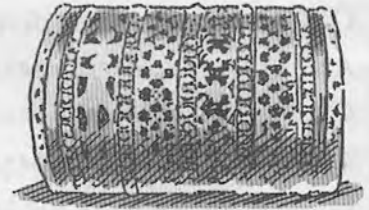



Exhibit 137

Precious stones: Produced in India

Stones like these were often traded in China and in in the west

Exhibit 138

A piece of silver jewellery produced in Persia (Iran) taken and traded in china and in the west

Exhibit 139

A perfume bottle made in Egypt sold in china.

Exhibit 140

a gold coin produced in china used all along the silk Road.

B Note extra information about the coin. (If necessary, listen to CD Track 11 Part 3 again.)

Coin produced during time of Kublai Khan, Mongol Chinese Empiror *from* 1279 - 1294

Shows that the treasure couldn't have been buried before about 1280.

2 WRITING

A Describe the movement of technologies and religions between the East and the West.

Work from memory. Write *E-W* (from east to west) or *W-E* (from west to east).

How inventions, crafts and religions travelled

Inventions and crafts:		**Religions:**	
1 fireworks	E-W	6 Islam	W-E
2 glass-making	W-E	7 Christianity	W-E
3 paper-making	E-W	8 Buddhism	W-E
4 rug-making	W-E		
5 printing	E-W		

B Write a summary statement. List things that moved from east to west and from west to east.

Things that moved from east to west included fireworks, paper-making, and printing. Things that have moved from west to east included rug-making, glass-making and religions like Islam, christianity and Buddhism.

3 UNIT TASK

In Lesson 3 you spoke about old buildings or ancient sites that need to be investigated and/or protected. There are thousands of places like these in Iraqi Kurdistan. Most have not been investigated, and many are believed to be very ancient.

Write a short, formal presentation to UNESCO about one of them. Do the following:

- Complete the statement about the report.
- Introduce the place this report is about and where it is. Explain why it is special.
- Give a description of the place as it now appears.
- Say what may be discovered if it is investigated and what may happen if it is not protected.

Start like this:

Report on ______ **and the need to** ______

The aim of this short report is to present a description of ______, to explain why it is special, to describe the place as it now is, and to show the need for its urgent investigation and protection.

This place is standing at the centre of Erbil city in kurdistan. It is one of the most important places in the middle East. It is said that human beings have lived here continuously for up to 8000 years – longer than any where else in the world.

As it now appears, the citadel contains approximately 500 houses and other buildings and many of these are wonderful examples of traditional architecture and construction techniques.

Here in Kurdistan, we believe that there has sadly been alot of damage and almost it urgently needs to be investigated and protected. If it isn't protected, important secrets about our ancient human past – secrets may Lost easily.

Language Focus

1 GRAMMAR AND FUNCTIONS

A **Complete the following paragraphs from a newspaper report. Put the verbs in brackets into suitable forms of the passive.**

ANCIENT JEWELLERY FOUND ON SEABED

During the last three months, hundreds of ancient pieces of gold and silver jewellery (1) _have been found_ (find) on the seabed just a kilometre from the south-east coast of England. Nothing remains of the boat that was carrying them, but (2) _it is thought_ (it / think) that it was on its way to what is now Germany.

The search is continuing, and it (3) _is being carried out_ (carry out) by a group of friends who are professional divers, not archaeologists. However, their finds (4) _are being sent_ (send) straight to a team of archaeologists in London, and they are creating great interest there. The London team's leader, Dr Alan Rose says, 'These objects are nearly 2,500 years old, and they (5) _were made_ (make) by people who were real artists in metal. And another very important thing: before this, (6) _it's thought_ (it / think) that sea trade did not develop until much later. These finds mean that the history of sea trade in northern Europe must now (7) _be written_ (write) again.'

A full report (8) _will be published_ (publish) as soon as possible. A TV documentary (9) _is also being made_ (also make) during the next month. (10) _it is hoped_ (it / hope) that this will be ready to broadcast before the end of the year.

B **Complete the following paragraphs with modal verbs to express certainty and possibility.**

No one knows for sure, but the ancient boat that was carrying the jewellery (1) _may / might / could have been_ (be: possible) up to ten metres long. And archaeologists now believe that boats like this (2) _might have sailed_ (sail: possible) regularly and quite safely across the open sea.

So what happened to this boat? Dr Rose feels that there (3) _must have been_ (be: certain) a very sudden storm and, as a result, the boat (4) _can't have had_ (not have: certain) time to escape to safety before it was destroyed by the wind and waves.

And did the sailors and merchants on the boat escape? Dr Rose thinks that one or two of them (5) _could have swum_ (swim: possible) to the coast but, sadly, he believes that in a storm as bad as this most (6) ~~couldn't have survived~~ (not survive: certain).
can't زنده نموندن

2 VOCABULARY

A **Find and circle 20 of these new words in the box on page 25.**

bury circular coin college craft delicious dimension dramatic glad
government heart invention measure provide religion shape square
structure technique treasure triangular urgent volume

j	g	l	a	d	e	t	r	i	a	n	g	u	l	a	r	z	v	s	l
n	p	m	b	e	s	m	t	e	j	f	c	d	n	g	a	l	g	t	b
u	h	s	f	e	r	e	l	i	g	i	o	n	a	e	c	s	o	q	t
r	j	q	k	h	f	r	v	u	m	o	v	y	i	t	i	w	v	t	r
g	a	u	i	e	g	t	e	c	h	n	i	q	u	e	r	t	e	i	e
e	n	a	l	a	d	n	i	b	t	l	u	h	o	o	c	j	r	u	a
n	o	r	b	r	r	d	r	a	m	a	t	i	c	h	u	p	n	x	s
t	c	e	m	t	y	i	x	u	r	j	g	m	p	a	l	o	m	g	u
q	o	a	e	w	d	i	m	e	n	s	i	o	n	j	a	y	e	u	r
l	l	t	a	v	s	e	y	w	f	s	t	o	b	u	r	g	n	g	e
h	l	f	s	r	h	l	b	u	r	y	l	h	p	t	r	e	t	f	k
c	e	k	u	t	a	i	s	y	n	i	d	e	l	i	c	i	o	u	s
x	g	f	r	l	p	h	c	o	i	n	i	l	c	a	y	e	d	s	a
j	e	w	e	k	e	c	r	a	f	t	e	p	r	o	v	i	d	e	v

B Now use words from the box to complete the following. Change the form where necessary.

1 Thank you for a wonderful meal. It was _delicious_ !
2 The ancient city covers an area of 2.5 _square_ kilometres.
3 Islam, Christianity and Buddhism are all _religions_ that were spread by the Silk Road.
4 I suddenly saw a bright light in the night sky, and it was triangular in _shape_.
5 We do not yet know what secrets are _buried_ deep in the ground.

3 TO HELP YOU STUDY

Some languages are spelt phonetically: they are spelt the way they sound. However, English spelling is more complicated, and this means it is very important to use your dictionary and the phonetic alphabet.

There are basic pronunciation and spelling rules, but sounds are often spelt in other ways, too. For example, you have studied the sounds of *s* in Unit 3 – /s/ and /z/ as in *studios* – but there are also words with different pronunciations of *s* or *ss*, e.g. *sure* /ʃɔ:(r)/ and *unusual* /ʌnˈju:ʒʊəl/.

A Copy the phonetic spellings of these words from the Grade 12 Alphabetical Wordlist. Then practise pronouncing them.

commission /_kəˈmɪʃ(ə)n_/ dimension /_daɪmenʃ(ə)n_/
measurement /_ˈmeʒə(r)mənt_/ treasure /_ˈtreʒə(r)_/

You know the usual pronunciations of *c* – /s/ and /k/ as in *circular* – but there are also words with different pronunciations of *c*, e.g. *ancient* /ˈeɪnʃ(ə)nt/ and *precious* /ˈpreʃəs/.

B Copy the phonetic spellings of these words from the Grade 12 Alphabetical Wordlist. Then practise pronouncing them.

delicious /_dɪˈlɪʃəs_/ efficient /_ɪˈfɪʃ(ə)nt_/ specialize /_ˈspeʃəlaɪz_/

You know the usual pronunciation of *ch* – /tʃ/ as in *merchant* – but there are also words with different pronunciations of *ch*, e.g. *machine* /məˈʃi:n/ and *school* /sku:l/.

C Copy the phonetic spellings of these words from the Grade 12 Alphabetical Wordlist. Then practise pronouncing them.

archaeologist /_a:(r)kiˈblədʒɪst_/ architecture /_ˈa:(r)kɪtektʃə(r)_/ technique /_tekˈni:k_/

4 REVISION

LESSONS 1&2

It couldn't have gone better!

1 VOCABULARY: prepositions

Choose prepositions from the boxes to complete the story of Azad's visit to New York.

at	for	from	in	on	to	to

Azad flew (1) _to_ New York (2) _for_ the Youth Conference (3) _in_ Manhattan, which continued all week (4) _from_ Monday (5) _to_ Friday. His presentation was (6) _at_ 2.00 p.m. (7) _on_ Tuesday.

for	in	of	about	past	until	up	with

The following day, he also took part (8) _in_ a discussion (9) _about_ Middle East resources, and he spoke (10) _for_ Iraq. Because he was very busy, he had to wait (11) _until_ Thursday to go out (12) _with_ Stella to do some sight-seeing. They sailed (13) _past_ the Statue (14) _of_ Liberty, and they also went (15) _up_ the Empire State Building and saw the city lights.

2 VOCABULARY: grammatical pairs

A Find verbs, nouns and adjectives from the text on SB page 28 to complete the pairs.

	verb	noun
1	speak	speech
2	develop	development
3	discuss	discussion
4	prepare	preparation
5	see	sight

	noun (thing)	noun (person)
1	action	actor
2	presentation	presenter
3	organization	organizer
4	tour	tourist
5	office	officer

	noun	adjective
1	youth	young
2	education	educational
3	centre	central
4	business	busy
5	day	daily

B Complete the pairs with an *~ing* and an *~ed* adjective from the text on SB page 28. Then add three more *~ing*/*~ed* pairs that you already know.

	adjective	adjective
1	interesting	interested
2	amazing	amazed
3	boring	bored
4	frightening	frightened
5	worrying	worried

C Use grammatical pairs from A–B to complete the following. Change the form where necessary.

1 *The New York Times* is a _daily_ newspaper, and you will find it in the shops every _day_, early in the morning.

2 International leaders are meeting to _discuss_ the problems of climate change. However, they do not agree about very much, and their _discussions_ are going to take a long time.

3 If you are a _tourist_ in New York, there are lots of different sight-seeing _tours_ that you can join to see the city.

4 Are you _interested_ in this programme? // No, it isn't very _interesting_. Let's turn off the TV.

3 VOCABULARY: words in context

Choose the right word to complete each statement. Change the form where necessary.

1. When Tara heard the noise outside, she ________ speaking and turned around. (end / stop)
2. Tara ________ her talk by saying, 'That's all I have to say. Thanks for listening.' (end / stop)
3. The new leader of the government gave a great ________ that made the whole country feel he was the right man for the job. (lecture / speech)
4. I always write out my ________ notes as soon as possible to make sure I've understood all the important information. (lecture / speech)
5. I was ________ about the exam, but I thought I would probably do well enough. (frightened / nervous)
6. When the lion ran straight towards me, I was suddenly really ________! (frightened / nervous)
7. Astronauts on the International Space Station have wonderful ________ of the Earth. (sight / view)
8. We don't have time to visit many of the tourist ________ of Washington, but we'll certainly make sure we see the White House. (sight / view)
9. Karwan is over two metres ________ now, and he's getting really good at basketball! (high / tall)
10. He's got the ________ number of points of anyone in the team so far this year. (high / tall)
11. We discussed our plans for a long time, and ________ we decided to travel west. (at the end / in the end)
12. ________ of the day, we stopped by a stream, cooked dinner and went to sleep. (at the end / in the end)

4 FUNCTIONS: making suggestions

Complete the suggestions with these forms.

I suggest ...	Let's ...
What about ...	Why not ...

1. ________ forget about work this evening?
2. ________ go out to see a film instead.
3. ________ seeing the new George Clooney film?
4. ________ we meet at the cinema at 7.00.

5 GRAMMAR: comparative and superlative forms

After the conference, Azad hopes to visit a cousin in Cleveland, Ohio.

Compare different forms of transport for him: a) the time they take, and b) how expensive they are.

Form of transport	Journey time	Cost
bus	5 hours 30 minutes	$45
train	3 hours 15 minutes	$78
plane	1 hour 10 minutes	$99

1. (the plane – the other two) The plane takes *the least time*, but it's ________
2. (the train – the plane) The train ________
3. (the bus – of the three) ________

6 GRAMMAR: past simple and present perfect

Describe a) something you finished recently and b) something you have started but not finished yet. Write about 1) starting and 2) how long you were/have been doing it.

a ________

b ________

4 REVISION Language

LESSONS 3&4

1 GRAMMAR: negative questions

Azad has arrived at his cousin's home in Ohio.

Turn the thoughts into negative questions.

I expect he was amazed by the speed of New York life.

I'm sure he's happy he can relax with us now.

He probably feels tired after his long journey.

I imagine he'd like something to eat now.

1 *Weren't you* amazed by the speed of New York life?

2 Aren't you happy you can relax with us now?

3 Don't you feel tired after your long journey from New York?

4 wouldn't you Like something to eat now?

2 GRAMMAR: continuous tenses

Azad is sending Miss Reilly a short email.

Turn his thoughts into statements. Use the correct verb tenses.

a week ago, / (sit) / my hostel room, / (worry) / my presentation

During the past few days, / (have) / wonderful time, / (meet) people / all over / world

Right now, / (stay) / my cousin / his family, / (relax) before dinner with / them

Next week, / (fly) back / Kurdistan, / (see) my family / all my friends again, including you

1 A week ago, I was sitting in my hostel room, and I was worring about my presentation.

2 During the past few day, I have been having a wonderful time and I have been meeting people from allover the world

3 Right now, I'm staying with my cousin and his family, and I'm relaxing before dinner with them.

4 Next week, I'll be flying back to Kurdistan and I'll be seeing my family and all my friends again, including you.

3 FUNCTIONS: giving advice

Choose sentence parts to give appropriate advice.

1 · Then you really must — a · go to the bank and get some more.

2 · Then you'd better — b · go and see the doctor.

3 · Then you ought to — c · go back to the shop and change it.

4 · Then you should — d · go to the supermarket and get some things.

1 **A** This new CD is damaged. Look at it!
B *Then you should* go back to the shop and change it.

2 **A** Oh, no! I haven't got any more money.
B Then you should go to the bank and get some more.

3 **A** There's no food in the house, and my friend is coming for dinner!
B Then you had better go to the supermarket and get some things.

4 **A** I haven't been feeling well for a while.
B Then you really must go and see the doctor.

1 – 4, a
2 – 2, d
3 – 3, c
4 – 1, b
Guide

4 GRAMMAR: forms of the passive

It is the Monday after the end of the conference. Although this has finished, the work of the organizers has not.

Use their work schedule to make statements. Use suitable forms of the passive, including modals.

Job	When
1 Produce a short, final news report.	*last Friday night*
2 Note conference successes & failures.	*already done*
3 Consider ways of doing better next time.	*now*
4 Discuss possible locations for next time.	*tomorrow*
5 Publish the full NY conference report.	*may do this month*
6 Choose a city for the next conference.	*have to do in Nov*
7 Prepare invitations for the conference.	*must do by 31/12*

1 *A short, final news report* was produced last Friday.
2 conference successes and failures have already been noted.
3 ways of doing better next time are being considered now./are now being considered.
4 possible locations for next time will be discussed/are going to be discussed tomorrow.
5 The full NY conference report may be published this month.
6 A city for the next conference will have to be chosen in Nov.
7 Invitations for the conference must be prepared by 31/12.

5 GRAMMAR: certainty and possibility

A Answer these questions about the following situation. present

You have arrived at school, and you are surprised to find that your friend is not there.

1 Where do you think your friend must be? (at home)
I think he/she must be at home.
2 Why do you think he / she might be away from school today? (ill)
He/she might be away because he/she is ill.
3 What do you think he / she could be doing? (TV. at home)
He/she could be watching TV. at home.

B Answer these questions about the following situation: past

For the last hour, you have been waiting at the bus station for a friend. Two buses have arrived from your friend's town, but he / she was not on either of them. You do not have your mobile with you, so you cannot phone him / her to find out what has happened.

1 What must your friend have failed to do?
I think he/she must have failed to check the bus times.
2 How may that have happened?
He/she might have forgotten.
3 Why could he / she not have contacted you?
He/she could have left his/her mobile at home.

6 GRAMMAR: cause and effect

Complete the following to make two true statements. Start the second part of each with *because* or *so*.

1 I am good at working with words, (first part)
So when I leave school, I want to become a journalist (second part)
2 When my friend leaves school, he / she wants to become an artist (first part)
because he / she is good at art. (second part)

5 FEEDING NINE BILLION

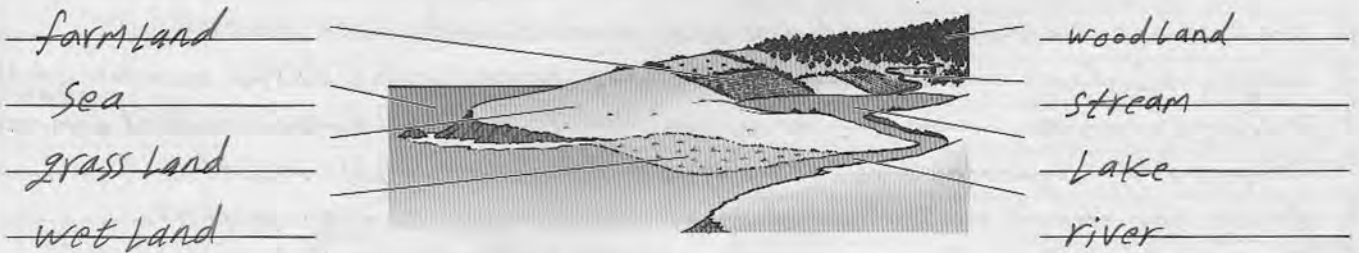
LESSONS 1&2

When that happens, the rain will stop.

1 VOCABULARY: geographical terms

Label the picture with these groups of words.

lake	sea	river	stream

farmland	grassland	wetland	woodland

2 VOCABULARY: percentages and fractions

Match the fractions in the box to the percentages below.

$\frac{1}{5}$ – a fifth $\frac{1}{8}$ – an eighth $\frac{1}{4}$ – a quarter $\frac{1}{10}$ – a tenth $\frac{1}{3}$ – a third $\frac{1}{20}$ – a twentieth
$\frac{1}{2}$ – half $\frac{3}{4}$ – three quarters $\frac{2}{5}$ – two fifths $\frac{2}{3}$ – two thirds

1 50% *1/2 – half*
2 33.3% (approx) *1/3 – a third of*
3 66.7% (approx) *2/3 – two thirds*
4 25% *1/4 – a quarter of*
5 75% *3/4 – three quarters*
6 20% *1/5 – a fifth of*
7 40% *2/5 – two fifths*
8 12.5% *1/8 – an eighth of*
9 10% *1/10 – a tenth of*
10 5% *1/20 – a twentieth of*

3 GRAMMAR: ways of comparing quantities

Complete these statements about charts a–e on SB p32. Use the ways of comparing shown in brackets – (%) e.g. *15%*, ($^a/_b$) e.g. *½*, or (×) e.g. *five times, twice.*

Chart a

1 The 1950 population was less than *25%* of the high 2050 projection. (%)

2 The low 2050 projection is just over *2/3* of the high 2050 projection. ($^a/_b$)

3 The low 2050 projection is roughly *three times* the 1950 population. (×)

Chart b

4 The medium projection for 2300 is roughly *1/4* of the high projection for that year. ($^a/_b$)

5 The medium projection for 2300 is about *fifteen times* the low projection for that date. (×)

6 The high projection for 2300 is approximately *400%* of the medium projection for that point. (%)

Chart c

7 The area of sea is *three times* the area of land. (×)

8 The sea covers *75%* of the surface of the Earth. (%)

9 Land covers only *1/4* of the Earth's surface. ($^a/_b$)

Chart d

10 Exactly *1/4* of the world's land is productive. ($^a/_b$)

11 A little over *1/3* of the global land surface consists of high mountains and land covered with ice. ($^a/_b$)

12 Just over *1/8* of the Earth's land area is desert. ($^a/_b$)

Chart e

13 Grassland covers exactly _twice_ the area of farmland. (×)

14 Forests and woodland cover more than _twenty one times_ the land that urban areas cover. (×)

15 Farmland takes approximately _nine times_ the amount of land that urban areas take. (×)

4 VOCABULARY: word pairs

A Find opposites for these words in your SB.

page 32		page 33	
1 high	low	5 urban	rural
2 sea	land	6 southern	northern
3 salt water	fresh water	7 appear	disappear
4 passive	active	8 wetter	drier

B Use pairs of words from A to complete the following.

1 Tony is a very _active_ person with lots of energy, whereas Theo is quite _passive_: he's happy to sit in front of the TV all day!

2 A lot of animals _disappear_ in the coldest months and then _appear_ again when spring comes.

3 I come from a small village in a _rural_ area, so life in an _urban_ environment like New York was very strange at first.

4 We need _fresh water_ to drink. If we drink this _salt water_, it'll just make us more thirsty.

5 I love this beautiful beach, where the _land_ and the _sea_ meet.

6 River levels used to be _high_, but a lot of water is taken for irrigation now, and water levels are often very _low_.

7 Parts of _southern_ Europe are often quite warm in winter, but _northern_ Europe gets very cold.

5 GRAMMAR: conjunction + present + future

A Choose from the conjunctions in brackets to complete the text.

The price of fuel touches everything we do on a farm like this – the use of heavy equipment, the price of farm chemicals, transport and heat for the animals in winter. Now, that price has already gone up by a fifth in the last year, and (1) ________ (if / as) it goes up by another 20%, we just won't be able to continue farming.

Even (2) ________ (as / before) it rises by as much as that, we will be in a lot of trouble. Our prices will have to jump 20% or more, and (3) ________ (when / before) that happens, the big supermarkets will quickly stop buying from us and start trying to buy more cheaply from abroad. And (4) ________ (as / after) they change like that, they won't come back to us in the future – even if fuel prices, and therefore our prices, drop again.

And what will happen (5) ________ (after / before) more and more farmers like me disappear? Well, gradually less and less food will be produced, and (6) ________ (as / before) less and less is produced, prices will slowly go up and up – here and everywhere else, too. And (7) ________ (before / when) that world food crisis arrives, perhaps people will remember how farmers like me tried to warn the world!

Alan Harper, dairy farmer, southern England

B Answer the questions about the end of Grade 12. Re-use the conjunctions.

1 What will you try to do **as** you prepare for your final exams?
As I prepare for my final exams, I will try to (keep to a clear work schedule)

2 How will you feel **before** your first exam?
Before my first exam, I will (probably feel quite nervous)

3 What will you say to your parents **after** your last exam?
After my last exam, I will (tell my parents that I never want to take another exam in my life!)

4 How will you celebrate **when** you finally leave school at the end of the year?
~~When I finally leave school at the end of the year, I will (have a small party~~ to celebrate.)

FEEDING NINE BILLION

We should have learned from that.

1 VOCABULARY: word building with prefix *re~*

A Find an example of the prefix *re~* in SB Reference Section 1 on page 103. Then find another example – a new word – in the text on SB page 34, lines 55–60. P34 : reproduce
P103 : reuse

B Add the two words from A to their definitions.

reproduce ______ produce new life, make a copy of something
reuse ______ use something again

Now add these other words to their definitions.

3 rename	5 return	1 recycle	6 revise	2 remember	4 replace

1. ______ use waste material (e.g. glass, paper) again, often for a different purpose
2. ______ bring back into your mind
3. ______ give something another name
4. ______ take away someone or something and put someone or something new there instead
5. ______ go back to a place where you were before
6. ______ study information again to prepare for a test or exam

2 GRAMMAR: *as long as*

You have used conditional statements like this for many years:

*If this land **is not farmed** sustainably, it **will turn** into desert.*

In Grade 11, you learned other ways of expressing the same idea, including:

***Unless** this land **is farmed** sustainably, it **will turn** into desert.*

These forms are negative, and they warn about a bad result: ... it will turn into desert.

Now you have another form that focuses on a positive result:

***As long as** this land **is farmed** sustainably, it **will not turn** into desert.*

Turn the sentences into pairs of conditional statements. Start with the words in brackets.

1 To grow well, these plants need to get lots of sun. (as long as) (unless)
a *As long as these plants get lots of sun, they will grow well.*
b *Unless these plants get lots of sun, they will not grow well.*

2 We need to have good weather, or the trees will not produce good fruit. (as long as) (if ... not)
a As long as we have good weather, the trees will produce good fruit.
b If we don't have " " , " " not " " " .

3 To do well, you need to give these flowers more water. (if ... not) (as long as)
a If you don't give these flowers more water, they will not do well.
b As long as you " " " " , " will do well.

4 You have to protect your vegetables, or they will be attacked by disease. (unless) (as long as)

a Unless you protect your vegetables, they will be attacked by disease.

b As long as you " " " , " " not be " " " .

3 VOCABULARY: words in context

Choose the right word to complete each statement.

1 New York has a ________ that is still growing. (people / population)

2 Many of the ________ who work in New York travel in from outside. (people / population)

3 Uncle Dara is getting ________. He must be over 65 now. (ancient / old)

4 This piece of jewellery was made in ________ Egypt – about 3,000 years ago. (ancient / old)

5 These packets ________ tea and coffee. (consist of / contain)

6 Lunch today will ________ burgers, eggs, tomatoes and chips. (consist of / contain)

7 Havel isn't rich, but he makes enough money to ________ his family. (eat / feed)

8 That was delicious, but I couldn't ________ any more. I'm full! (eat / feed)

9 All the ________ from here to those hills belongs to one farmer. (ground / land)

10 Chinar fell off the wall and hit the ________ really hard, and she broke her arm. (ground / land)

11 There are three houses on this side of the road, and I live in the ________ one. (medium / middle)

12 We've got this sweater in small, ________ and large sizes. Which would you like (medium / middle)?

13 The apples are ready, and the farmer is ________ them. (picking / taking)

14 The goats are ________ apples from the box. Stop them! (picking / taking)

4 GRAMMAR: *could have, should have*

We all make mistakes and feel that we should have done something that we did not, or that we should not have done something that we did. For example, I feel I should have been nicer to my sister when she was ill, and I feel that I shouldn't have borrowed my brother's CD without asking him.

Answer the following about mistakes that you have made.

1 Name something that you feel you should have done.

I feel I should have ---

Say what you think might / could / would (not) have happened if you had done that.

If I had done that, I couldn't have happened.

2 Name something that you believe you ought not to have done.

I feel I ought ________

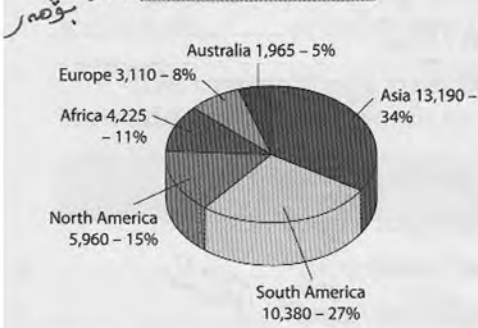
Say what you feel might / could / would (not) have happened if you had not done that.

If I ________

FEEDING NINE BILLION
Proposing actions

1 WRITING

A Use information from the pie chart and the table to complete a paragraph about the continent with the highest freshwater runoff.

Freshwater runoff into the oceans per year (cubic kilometres – km³)

Some major rivers, by continent

Africa	Asia	Australia	Europe	North America	South America
Nile	Tigris	Darling	Rhine	St Lawrence	Orinoco
Zambesi	Euphrates	Murray	Loire	Ohio	Amazon
Congo	Indus		Danube	Mississippi	Tocantins
Niger	Ganges			Rio Grande	São Francisco
	Brahmaputra			Colorado	Paraná
	Mekong				Negro
	Yangtze				
	Amur				

Asia is the (1) continent with the highest freshwater runoff into the (2) oceans. This is due to its many large rivers, which include the Tigris, the (3) Euphrates, the (4) Indus and the (5) Ganges. Together, Asia's rivers produce more than a (6) third of global (7) round of – a total of (8) 13,190 cubic kilometres every (9) year. This is roughly the same amount as the total runoff from North America, (10) Africa and (11) Europe.

B Now write a 'mirror' paragraph. Use information from the pie chart and the table to complete a similar paragraph about the continent with the *second*-highest freshwater runoff.

________ is the continent with the second-highest ________

2 WRITING

A Start a short essay about the four Rs. Order these sentence parts and write them out as the opening paragraph.

to avoid wasting precious resources,
that we can all do *It is very important*
and there are many things *to help save them.*

B Continue your short essay about the four Rs. Use this pattern for your paragraph about each R.

Sequence marker	+	Action point	+	Example connector 1	+	Example	+	Example connector 2	+	Example
First of all,		we need to ...		For example,						
Secondly,		we have to ...		For instance,		we can ...		To give another example,		we can ...
Thirdly,		we must ...		To give an example,		we should ...		As another example,		we should ...
Finally,		it is important to ...		As one example,						

Saving precious resources

It is ____

First of all, we need to reduce the amount of resources that we use. For example, ______

____

3 UNIT TASK

Complete the short opening paragraph. (Copy the question from SB page 37.) Then write a paragraph about what you discussed, listing examples of action points.

The question which interested me most was Number ______: 'What ______

____

Language Focus

1 UNIT LANGUAGE REVIEW

Sirwan and Shilan Kakayi used to work at a Detroit car factory, but they have moved out of the city to start a new life on a small farm by Lake Eyrie. A reporter from the local newspaper is interviewing them.

Choose words from the brackets to complete the interview.

Reporter How are you enjoying your new life?

Sirwan It's been great to get away from the big city.

Shilan We feel we're getting back to nature.

Reporter Is farming completely new to you?

Shilan Yes, but we're learning fast, and we're having a lot of fun!

Sirwan We're working (1) ____________ (half / twice) the hours we used to, and we're only making (2) ____________ (a quarter of / twice) the money we used to make, but we're enjoying life (3) ____________ (a tenth / ten times) as much as before.

Reporter So you aren't sorry you made the move.

Shilan No way! We feel we (4) ____________ (might have / should have) done it years ago.

Sirwan We talked about it for a long time, and we had enough money, so we (5) ____________ (could have / shouldn't have) done it before, but I guess we were a bit too nervous.

Reporter So how are you changing things here?

Shilan We're doing a lot. (6) ____________ (As a result, / For instance,) this farm used to be a dairy farm, but now we're using (7) ____________ (two thirds of / a third of) the land for crops and a much smaller area for animals.

Reporter Are things going well?

Sirwan It's early days. We'll be able to tell you (8) ____________ (before / when) we get our first crops in the summer.

Shilan (9) ____________ (If / Before) we don't make too many mistakes we should be OK. (10) ____________ (As long as / Unless) the crops are good, we'll make enough money to continue.

Reporter I'm sure you're right, but what (11) ____________ (would you do / would you have done) if things went badly? Would you go back to Detroit?

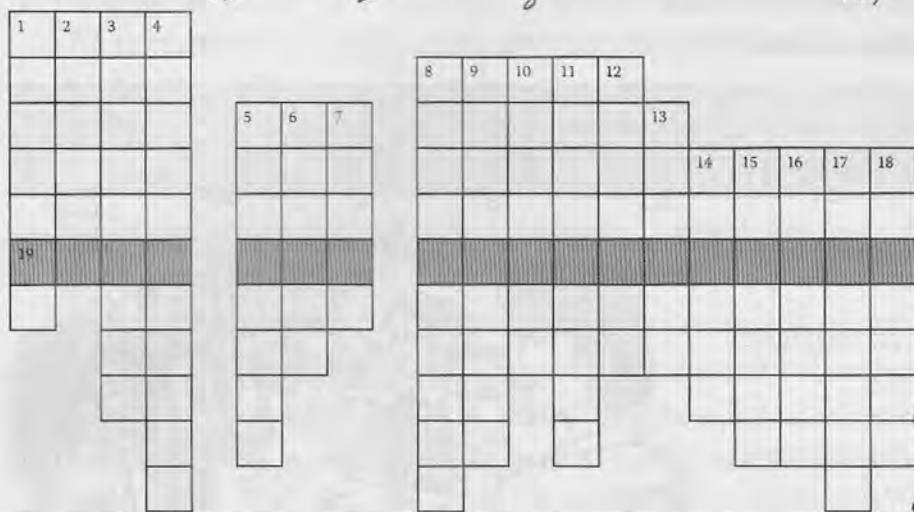
Sirwan No, we would try to avoid that. We've thought of several things we could do instead.

Shilan (12) ____________ (For example, / Therefore,) we might go back to our families in Kurdistan and try farming there.

Reporter Well, I'm sure that would be great for you in a lot of ways, but we hope everything goes well for you here.

2 UNIT VOCABULARY REVIEW

Complete the puzzle with 18 of these new words. Find and write a short question – number 19. Change forms where necessary.

actually avoid contain drought eighth forever for instance furniture
gene grassland hydroponics income intensive limited medium
natural nature percentage reproduce tenth useless wetland

1 The ... that kept happening in the 1930s was a disaster for millions of American farmers.
2 Mountains, rivers, oceans, plants and animals are all part of ...
3 Thousands of animals feed on open ... in central Asia.
4 Many scientists believe that ... will be the best way to feed the world's rising human population.
5 Asia has many great rivers – the Tigris and the Euphrates, for ...
6 About 13% of productive land – just over an ... of the total – is used for farming.
7 Scientists can add ... that help plants resist disease.
8 A very high ... of all water – 97.2% to be exact – is contained in the world's oceans.
9 In some parts of the world, there is ... farming, with two or even three crops per year.
10 In US national parks like Yellowstone, wildlife is and will continue to be protected ...
11 I need more ... . I've only got a small table and an old chair!
12 The weather and all the other systems of the ... world are very complicated.
13 Farmer Peter Wade makes money from crops, but part of his ... also comes from his animals.
14 Forests and woodland cover just over three ... of all productive land – 32% to be exact.
15 Earth has a huge amount of water, but the amount that we can actually use is very ...
16 This land has lost all its nutrients: it's ... for growing anything.
17 This huge greenhouse ... over a million tomato plants.
18 The land is very low along the coast, and this area of ... is home to many sorts of wildlife.
19 Help the environment.

3 TO HELP YOU STUDY

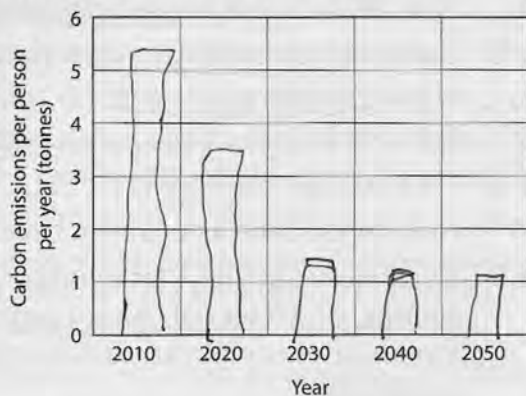
You are writing about *The Future*. You want to use a chart to help explain a point.

Complete the bar chart using figures from this paragraph. (Before you start, study the bar chart in the SB Reference Section page 111.)

Developed economies such as those of the USA, Japan and Europe produce more carbon emissions than other parts of the world. They will therefore have to reduce their carbon emissions more. In a country like Britain, every man, woman and child produced an average of 5.2 tonnes of carbon emissions in 2010. This came from things like driving cars and using energy in the home, and the government's plan is to reduce this level greatly by the year 2050. The aim is to cut emissions to 3.8 tonnes per person by the year 2020. This is already a huge cut, but it is only the start. By 2030, there needs to be a further fall of over half to reach an average of 1.5 tonnes. By this time, it will be getting hard to find further cuts, and so the 2040 level has been set at 1.3 tonnes. Finally, the plan is to reach 1.1 tonnes of emissions per person by the year 2050. This will be just over a fifth of the level of carbon emissions half a century earlier!

6 INTO THE INFORMATION AGE

LESSONS 1&2

That was when I started.

1 VOCABULARY: office equipment

Some young UK school students are visiting a local company, InterTech, to learn about the world of work. The manager, Dr Dyson, is showing them round.

Complete the conversation with these words.

calculator ~~computer~~ document fax machine headset keyboard laptop mobile mouse photocopier printer screen type web cam

S1 What pieces of office equipment do you use most?

Dr D Well, here in the office, I use an ordinary landline phone and my desk-top (1) *computer* ______. But then, when I have to go out and travel from place to place during the day, I take my (2) ______ phone and I also take my (3) ______ computer, which I can use in my car, for example. Oh, and as I deal with numbers a lot in my work, I always carry a (4) ______ with me, too.

S2 What is that person over there wearing on her head?

Dr D That's a (5) ______. She's wearing it to leave her hands free, so then she can (6) ______ people's details on her computer as she speaks to them.

S3 How does she do that?

Dr D Well, she types the details on the (7) ______, and the (8) ______ in front of her shows what she has typed. And she holds that (9) ______ with her right hand to move up and down and around the screen – for example when she wants to change something she has typed.

S4 I've heard of something called Skype. What's that exactly?

Dr D That allows you to use your laptop as a phone, and it allows you to see the person, too. You see, there's a little camera called a (10) ______ at the top of the screen, so when you talk to someone, your two computers also send each other pictures that you see on your screens.

S5 How do you make paper copies of a computer (11) ______?

Dr D You send it electronically from your computer to your (12) ______, and that produces as many copies as you want.

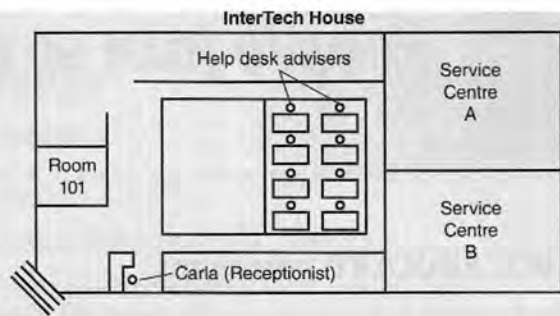
S6 But what happens if you only have a paper copy of a document?

Dr D Then you use the office (13) ______ to make copies. It's very fast.

S7 How do you send a document from one office to another? By post?

Dr D No, not usually. That's far too slow! We normally email something like that from one computer to another. And if we only have a paper copy, then we can use our (14) ______ instead. It turns a letter or a picture, for example, into electronic signals and sends them straight down the phone line.

2 GRAMMAR: full and reduced relative clauses

Look at the plan view of the InterTech building. Create sentences with relative clauses from the sentence parts. Leave out the relative pronoun (*who, which* or *that*) when it is not necessary.

1 receptionist, Carla, / (be) / person … (answer) phone calls to / company
The receptionist, Carla, is the person who/that answers phone calls to the company.

2 she (be) also / person … visitors to / company first (meet)
she is also the person visitors to the company first meet .

3 room 101 (be) / room … (use) for most meetings / visitors
Room 101 is the room which/that is used for most meetings with visitors.

4 it (be) / room … Dr Dyson (use) to talk / students
It's the room Dr. Dyson is using to walk to the students.

5 help-desk advisers (be) / people … customers (contact) / IT advice
The help-desk advisers are the people customers contact for IT advice.

6 they (be) technical experts … (can deal) / most IT problems / phone
They are technical experts who/that can deal with most IT problems by/on the phone.

7 two Service Centres (be) / workshops … (use) / repairing computer equipment
The two service centres are the work shops which/that are used for repairing computer equipment

8 they (be) the parts of / company … / students (be) most interested in seeing
They are the parts of the company the students are (the) most interested in seeing.

3 GRAMMAR: clauses introduced by *when, where* and *why*

The InterTech visit was arranged by a teacher, Mr Ian Grant, with the manager, Dr Dyson.

Order the words in brackets to complete their phone conversation.

Dr D Good morning. Emma Dyson speaking.

Mr G Good morning, Dr Dyson. My name's Ian Grant, and I'm calling from Park Road Comprehensive.

Dr D Ah, yes, (1) *that's where our new technician went to school.* (went / our new technician /to school / that's where)

Mr G Really! I expect you mean young Luke Harmer.

Dr D That's right. I was the one who interviewed him for the job, so (2) that's why I know a bit about his education. (I know / his education. / that's why / a bit about) And I'm very interested in education and training, you see.

Mr G Yes, I know about that from a radio interview you did the other day.

Dr D Oh, I remember. (3) That was when I talked about more training for the world of work. (I talked / about the world of work / about more training / That was when)

Mr G Yes, and (4) this is an area where I really think you could help (an area where / This is / you could help. / I really think)

Dr D I see. Perhaps you could explain a bit more.

Mr G OK, well, Park Road (5) is a place where students are encouraged to learn about the world of work (the world of work. / is a place where / to learn about / students are encouraged)

Dr D I'm glad to hear it. You should bring your students for a visit here at InterTech.

Mr G Well, (6) That's exactly the reason why I'm calling you now (you now / I'm calling / the reason why / that's exactly) You see, I'm wondering if (7) there's any time when I could bring a small group for a tour of InterTech. (I could bring / for a tour of InterTech. / a small group / there's any time when)

Dr D I'm sure that would be possible. Let's look at our diaries …

INTO THE INFORMATION AGE

People join so as to chat to friends.

1 VOCABULARY: synonyms

A Find words in the texts on SB page 42 that can mean the same, or nearly the same, as these words.

Text		
1	send	transmit
1	see ... as	regard --- as
1	sure	certain
2	although	though
2	for nothing	for free
2	for instance	for example
3	nearly	almost
3	enormous	huge

B Now complete these sentences with word pairs from A.

1 Bell is seen as / regarded as one of the great inventors of the 19th century.

2 Dara didn't want any money: he did the job for nothing / for free

3 Let me finish counting: 90 ... 95 ... 96 ... 96.50. Wow! I've got nearly / almost £100.

4 The Pacific is enormous / huge. It's far bigger than any of the world's other oceans.

5 We can get information from several sources. for instance / for example we can use the internet.

6 Tony is a good friend, although / though I must say he sometimes acts very strangely.

7 As soon as the earthquake had stopped, news teams started sending / transmitting reports and pictures round the world.

8 I'm sure / certain Ako will do well in the school play. He's a great actor!

C Use the correct word from A to complete the following.

Words can be synonyms in some contexts, but not in others, so you need to be careful.

1 We worked hard to stop the old boat from going down, but it was all for nothing. It finally filled with water and sank like a stone!

2 I'm not going to email my cousin. I'm going to send him a letter by post.

3 Could you do something for me? // sure. Just say what you want me to do.

2 VOCABULARY: grammatical sets

A Complete the table with words from the texts on SB p42, and with words that you already know.

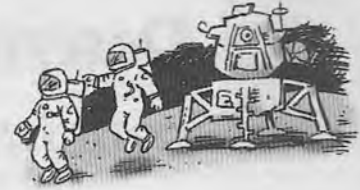
Text	verb	noun (thing)	noun (person)
1	invent	invention	inventor
1	XXXX	science	Scientist
2	research	research	researcher
3	educate	education	educator
3	teach	teaching	teacher
3	create	creation	creator
3	Study	study/ies	Student

B Use grammatical word sets from A to complete the following. Change forms where necessary.

1 Havel is a student (n.), and he is studying (v.) at university. His subject is business studies (n.).

2 Chinar sometimes helps to teach (v.) the children in Grade 1, and it's easy to see that she's a natural teacher (n.). She really should make teaching her career.

3 Bell was a great inventor (n.), and he invented (v.) many things. However, his greatest invention was certainly the telephone.

4 Walt Disney was the creator of many famous cartoons. For example, he created Mickey Mouse very early in his career, in the 1930s. Although Disney went on to produce many other films, Mickey Mouse remained perhaps his most famous creation.

3 GRAMMAR: relative clauses with extra information

A Combine the sentences using relative clauses with commas.

1 Bell invented many useful things. He moved from Scotland to America.
Bell, who moved from Scotland to America, invented many useful things.

2 Armstrong and Aldrin made their flight in 1969. They were the first humans on the moon.
" " ", who were the first humans on the moon, made their flight in 1969.

3 The World Wide Web was invented by Tim Berners-Lee. He was working in Geneva at that time.
" " " " " " " ", who was " " " "

4 Fibres optics is now used more than satellites for communications. They have become a global network.
" " , which have become a global network, is now used more than satellites

5 Millions of people now use Wikipedia. It is written for free by experts all over the world.
" " " " ", which is " " " " " " " .

6 People meet to communicate on various social sites. These include Facebook and My Space.
" " " " " ", which include " " " .

B Add real information about things in your life.

1 I go to (name) ______ School, which (information) ______

2 My cousin, who (information) ______,
(information) ______

4 GRAMMAR: expressing purpose

A Complete the sentences. Choose between *so as to / in order to, so that* and *for the purpose of.* (Check the grammatical forms after the gaps.)

1 Bell used fibre optics so as to / in order to transmit pictures and sound.
2 Doctors started using fibre optics so that they could look inside the human body.
3 Scientists worked hard to improve fibre optics so that it would become possible to use them over long distances.
4 NASA used fibre optics for the purpose of helping to put human beings on the moon.
5 Many people now use the internet so as to / in order to do a lot of their shopping.

B Complete the sentences with suitable statements of purpose. Choose between *so as to/in order to, so that* and *for the purpose of.*

1 Bell invented the telephone *so that people in different places would be able to communicate with each other.*
2 Doctors wanted to look inside the human body for the purpose of investigating diseases.
3 Tim Berners-Lee wanted to share information with other scientists so that they could all get results from their research more quickly.
4 Small Canadian communities far from other places wanted SchoolNet so as to / in order to help their students learn more about the outside world.
5 Millions of students in many different countries now use SchoolNet so that they can find information quickly and efficiently.

invigilate = چاودێری   transmission = n. ناردن

INTO THE INFORMATION AGE

Describing, arguing for and against, concluding

1 VOCABULARY: literary criticism

Complete the short essay on the poem *New Frontiers*. Add words from the boxes.

lines	poem	rhyme	rhymes
scheme	verse	verses	writer

In this short (1) ______________, the (2) ______________, Coral Rumble, talks about the amazing fact that modern technology allows her to explore the whole world without leaving her office.

The poem has just four (3) ______________, each with four (4) ______________. The rhyme (5) ______________ is a simple one in verses one, two and four: every second line (6) ______________ – *need, speed,* etc. (7) ______________ three is slightly different though, as all four lines (8) ______________, with the pattern a, b, a, b.

meaning	point	rhythm	
stress	strong	structure	title

Like the rhymes, the (9) ______________ of the poem is very simple. It is basically a weak (10) ______________ followed by a (11) ______________ stress, repeated again and again.

With the fun of the last line and its simple four verse, four line (12) ______________, this short poem seems very light. If, though, we look at the poem's (13) ______________, *New Frontiers,* we can see that the writer is making quite a serious (14) ______________. At first, this title might just seem to mean the lines between countries that she crosses on her 'journeys' round the world. However, it has a different, deeper (15) ______________: it actually expresses the idea that the writer can now explore the farthest edges of what we know and of what is scientifically possible.

2 WRITING

A Expand these notes and put the verbs in the correct forms to produce the topic sentence for paragraph 1 of a short essay with the title *Fibre optics and the internet.* (Write it in E on the next page.)

development / internet (closely connect) with / earlier development / fibre optics, which (take) many years

B Expand your time line notes from SB Lesson 4 D1 to continue paragraph 1 like this.

Fibres optics was used in the Photophone as early as 1880. Then, in the early twentieth century, ...

Start the sentences that follow with these linking expressions.

Some time after that, in ... (decades)

During that period, in (year), ...

Not long after that, in the late (decade), ...

This was followed by ... in (year)

The internet really ... after (year)

C Expand these notes and put the verbs in the correct forms to produce the topic sentence for paragraph 2. (Write it in E on the next page.)

although it (only invent) / late 1970s, many uses / internet (find), / it (change) / way billions / people live / do things today

D Expand your network from SB Lesson 4 D2 to continue paragraph 2 like this.

First of all, it provides information through websites such as ... which ...

Secondly, there is online shopping, which we can do through websites like ... which ...

Thirdly, we can join social sites such as ..., which ...

Again, ... is supported by SchoolNet, for example, which ...

E Write your short essay here.

Fibre optics and the internet

The development of the internet was __________

Although it was only invented in the late __________

Guide

3 UNIT TASK

Use points from your discussion (SB p45) to write your report to the Ministry of Education here.

What sort of SchoolNet do we need in Kurdistan?

Some people argue for completely free access to the internet. However, it is also possible to argue against this and for more limited access. In our class discussion, we have considered some of the arguments on both sides.

There are at least two reasons why some people want free access to the internet. First of all, __________

However, there are also reasons why it may not be a good idea to give students total freedom to go wherever they want on the internet. First of all, __________

After careful discussion, we came to the conclusion that __________

Most of us also felt __________

Language Focus

1 UNIT LANGUAGE REVIEW

A Read the local newspaper report and add commas to relative clauses which need them.

LOCAL COMPANY WELCOMES NEW MANAGER

Local company InterTech has just made Dr Emma Dyson the new Director. She is taking over this important job from Mr Alan Rees who founded the company 20 years ago.

Introducing her, Mr Rees said, 'She's someone who will bring new ideas to InterTech, and I know that we are an organization that will be quick to accept them.' Mr Rees who is now 67 will remain as an adviser.

Dr Dyson comes to InterTech from ILS which is one of Europe's largest IT organizations. Although she trained as a technician, she managed several ILS businesses during the 12 years that she worked for ILS.

In reply, Dr Dyson said, 'InterTech is a company which is known for its great technology. I can't wait to start this job which will allow me to work closely with people who are the best in the IT world!'

B Complete part of Dr Dyson's recent radio interview. Add one of these words where necessary. Where *that, which* or *who* is not necessary, leave the gap empty. (Interviewer = I, Dr Dyson = Dr D).

that	which	who
when	where	why

I Perhaps we could talk about the reasons (1) ____why____ you chose to move to InterTech.

Dr D Well, it's a company (2) ____which/where____ is famous in the IT world. Alan Rees is also someone (3) ____who____ I regard as a great IT leader. And I'm a person (4) ____who____ likes trying new things, so after 12 years with ILS, his invitation was just the opportunity (5) ____which____ I wanted! He called on a day (6) ____when____ I was feeling very bored with my old job!

I Is InterTech very different from the place (7) ____where____ you were working before?

Dr D Yes, that was just a factory. But those were the years (8) ____when____ I got much of the experience to do my new job.

C Complete another part of the interview. Choose between the expressions of purpose in brackets.

I Now, Dr Dyson, you said that one reason for doing this interview was (1) ____________ (to / so that) you could talk a little about education and training.

Dr D That's right. It's (2) ____________ (for the purpose of / so as to) encourage everyone to think more about these very important things. You see, schools and colleges are there (3) ____________ (for the purpose of / in order to) providing the best possible start in life. And there's another side to this, too. (4) ____________ (in order to / so that) get the people we need at a company like InterTech, we need schools and colleges to prepare students well.

2 UNIT VOCABULARY REVIEW

A Use the letters in brackets to produce the words for the definitions.

1 various : (adj) several different (souviar)

2 whenever : (conj) at any time, or in any situation (hevernew)

3 suitable : (adj) right for a certain purpose, person or situation (subalite)

4 conclusion : (n) the end of something; final statement after looking at all the related points and arguments (inocsulnoc)

5 source : (n) a person, place or thing that provides something, e.g. information, that you want (socure)

6 specialize : (v) to become an expert in one area of work, study, etc (zealispice)

7 solve : (v) find the answer to a problem or puzzle (loves)

8 graduate : (v) to complete your studies successfully at college or university (atraudge)

9 decade : (n) a period of ten years (dedace)

10 argue : (v) to talk with someone who does not agree with you; to give reasons that support or that attack an idea (rugea)

B Check your work in A. Find the words you produced in this list of important new words.

access actually anyway argue conclusion
decade emotional exist freedom
graduate interactive limited solve
source specialize suitable technical
various whenever wherever

3 TO HELP YOU STUDY

A Match these words that you already know to nine of the dictionary definitions below.

telephone prevent interactive
international telecommunications
prefer internet prepare television

1 ____________ describes a system or computer program which allows communication between people or between a person and a machine

2 ____________ between continents, from one continent to another, e.g. a flight

3 ____________ describes something, e.g. a sports event, which more than one country takes part in

4 ____________ a large system of computers that are connected to allow people to share information and communicate with each other

* * * * * * * * * * * *

5 ____________ to choose one thing before or instead of others

6 ____________ to get someone or something ready before something that will happen in the future

7 ____________ to stop something before it can happen in the future

8 ____________ a chance to see something, e.g. a film, before everyone else can see it

* * * * * * * * * * * *

9 ____________ the sending and receiving of messages over a long distance, especially by telephone, radio and television

10 ____________ a meeting between people who are in different places, but who are connected by video and computers

11 ____________ a piece of equipment that allows people to speak to each over a long distance

12 ____________ **1** a rectangular box with a screen which receives electronic signals from a long distance and turns them into moving pictures and sounds **2** the technology of sending moving pictures and sounds over long distances

B Each group of words in A uses one prefix. Find the three prefixes and their meanings in your SB Reference Section 1. Then underline words in the definitions above that express those meanings.

C Understanding prefixes can help you to understand new words.

Try to work out the meanings of the new words below and then add them to the correct definitions in A.

preview teleconference intercontinental

WORKING TOGETHER FOR A BETTER WORLD
We humans always try to do the impossible.

1 VOCABULARY: words that often go together (collocations)

A Look at the two boxes and find words that often go together. Draw lines to connect them. Then look at SB page 48 to check your work.

atmospheric	climate	health	~~killer~~	technological	top	weapons of

care	change	~~diseases~~	emissions	priority	solutions	war

B Use collocations from A to complete the following. Change their forms if necessary.

1 Malaria is a killer diseases that takes the lives of millions every year.
2 If we could have world peace, countries could stop spending so much on weapons of war.
3 After the floods, there was very little proper health care, so a lot of people became ill.
4 For many years, factories were allowed to pollute freely, and the atmospheric emissions were terrible.
5 Many scientists believe that very bad weather events show that climate change has started.
6 The two top priorities of every government should be to keep its people safe and healthy.
7 We need all kinds of technological solutions such as fuel cells to help reduce global warming.

2 GRAMMAR: participle clauses 1

A Give the speakers' names and countries, and then form participles to report their 'A' statements.

1 The next speaker was Harumi Honda from Japan making a suggestion.
2 The following speaker was Jack Dawson from Canada supporting Harumi Honda.
3 The speaker after that was Dmitri Stepashin from Russia disagreeing with the previous two speakers.
4 The final speaker was Michelle Barre from France making a request.

B Use these 'starters' and form participles to report the speakers' 'B' statements.

We heard ... I remember ... We listened to ... We saw ...

1 We heard ... ______
2 ______
3 ______
4 ______

3 GRAMMAR: verb + infinitive; verb + ~*ing* form

A Complete part of the conference representative's speech with the correct forms of the verbs in brackets. (If two forms are possible, give both.)

'A few years ago, the amount of malaria appeared (1) ______ (be) declining in many countries, but the truth is that we have failed (2) ______ (get) rid of this terrible disease. Despite all the work that has been done and is being done, the numbers of malaria cases have started (3) ______ (rise) around the world, and this is very bad news.

Conference, some years ago the world managed (4) ______ (get) rid of another horrible disease – smallpox. Now, if we all decided (5) ______ (act) together again, I believe that we could do the same with malaria. Of course, that would mean (6) ______ (spend) a lot of money. But please stop (7) ______ (consider) for a minute what it would mean if we succeeded in (8) ______ (end) this disease. Millions of people – many of them children – would no longer continue (9) ______ (have) their lives destroyed by it. Children would stop (10) ______ (die) in the large numbers that they do today. All these people would go on (11) ______ (live), and they would have productive lives instead.

How would we do this? I believe the UN's World Health Organization would need (12) ______ (lead) the fight. And first, we would have to keep (13) ______ (look) for good, cheap cures for even the worst forms of the disease. From there, we would then go on (14) ______ (find) ways of preventing the disease.

If the world agreed (15) ______ (provide) the necessary resources to do these things, I believe that in 20 years from now, we could say goodbye to malaria for ever!'

B Complete the following with *used to* + infinitive or *be / get used to* + ~*ing* form. Use the verb in brackets.

1 It's midnight, and I'm tired. I *'m not used to staying up* so late. (stay)
2 I ______ that conferences were a waste of time, but now I feel they can be useful. (think)
3 I come from a small country town, and I can't ______ in New York. (live)
4 What ______ most when you were younger? // Playing football. (enjoy)
5 Why are you going so slowly? ______ your new car yet? (drive)
6 ______ away from home when I go to college? // Don't worry! Of course you will! (be)

4 LANGUAGE FOR LIFE

Complete appropriately. Then practise.

after all, can't help thinking for one thing, ... for another,

A What do you think of Plan B?
B I ______ that it's the wrong one. I prefer Plan A.
A Why do you feel that way?
B ______ it would be too expensive, and ______ it would take too long.
C Yes, it has to be Plan A, doesn't it? ______ we need the quickest, cheapest solution, don't we?

WORKING TOGETHER FOR A BETTER WORLD
I inquired what was in the box.

1 VOCABULARY: opposites

A Add opposites from the text on SB page 50.

1 remember ___forget___
2 life (n.) ___death (n.)___
3 for ___against___
4 leaving ___arriving___
5 peace ___war___
6 loudly ___quietly___
7 created ___destroyed___
8 dead (adj.) ___alive (adj.)___

B Use pairs of opposites from A to complete the following. Change forms if necessary.

1 About 40 million people died in the last world ___war___, before ___peace___ returned after six long years.
2 Modern technology has ___destroyed___ many old ways of doing things, but it is also ___creating___ many new ones.
3 The train ___arrives___ at 12.03, we got on, and then it ___leaves___ a minute later. We were on our way!
4 A lot of people are ___against___ the idea of a new factory because it will bring new jobs, but other people are ___for___ it.
5 I ___remember___ to take my air ticket, but the problem was that I ___forgot___ to take my passport, and so I couldn't catch my plane!

2 GRAMMAR: reported speech forms

Turn Chris Carr's notes and the direct speech into sections of his first newspaper report. Use the reporting verbs in brackets.

Tomorrow (10 a.m.): visit Dr Nasreen Ali, director of local TV station. She (ask … to, tell …, invite … to)

Please sit down and have a cup of coffee.

Tell me a bit about your plans.

You must ask me for whatever help you need whenever you need to.

Next day, I visited Dr Nasreen Ali, the director of a local TV station. She *invited me to sit down and* ______ *and she asked* ______ *. Then she* ______

10.30: Interview Dr Nasreen Ali - find out about TV station & its work. She (add, explain, go on to say, say, tell)

We first began broadcasting back in the 1990s.

Our station shows a lot of films and also a mixture of programmes on Kurdish matters.

We're trying to interest young people more in Kurdish culture.

We've just done an important programme about the history of the Anfal.

A further programme of people's personal stories about the Anfal will go out tomorrow.

I interviewed Dr Nasreen Ali to find out about the radio station and its work. She told me that ______

11 a.m. Speak to Bana Bayar, director programmes about Anfal – Dr Nasreen Ali mentioned. Questions to ask (ask, inquire, want to find out, want to learn, want to know)

Is it really true that Saddam tried to destroy the culture of the Kurds?

What sort of damage did the atrocities do to the region's economy?

How many people did your reporters interview for the programmes?

Can the Kurdish people ever forget the Anfal and 8,000 Barzanies?

Does the world know much about Saddam's persecution of the Kurds?

I decided to speak to Bana Bayar, the director of the programmes about the Anfal that Dr Nasreen Ali, had mentioned. First, I wanted to learn if it was really true that ______________________________

____

____

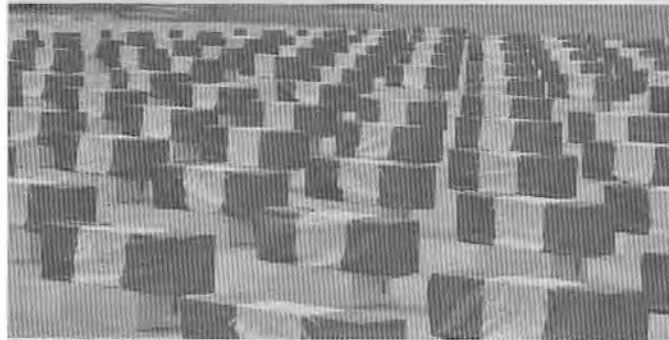
____

____

____

____

____

____

3 GRAMMAR: connecting ideas

Choose the correct connectors to complete Chris Carr's report.

Bana Bayar told me that Saddam had tried his hardest to destroy Kurdish culture, (1) __________ (and / but) that he had very nearly succeeded. This, she said, was (2) __________ (despite / due to) the destruction of so many villages, which had always been at the heart of the culture of the Kurds. She went on to say that this same destruction of the villages had also done terrible economic damage (3) __________ (because / so) the economy at that time had been almost completely rural.

Bana then told me about making the second Anfal programme. (4) __________ (Although / As) some people had not wanted to talk about their experiences of the genocide, many others had been very happy to do so. (5) __________ (In addition, / After all,) this programme was their best chance to tell young Kurdish people about the terrible things that had been done to them. (6) __________ (Despite that, / As a result,) Bana's team had heard the personal stories of nearly 200 people from all over Kurdistan . Finally, Bana told me that the world outside Kurdistan knew far too little about the Anfal, (7) __________ (and so / though) she hoped that the two Anfal programmes would be seen on international TV (8) __________ (in order to / due to) help people everywhere understand the Kurdish situation better.

4 GRAMMAR: participle clauses 2

Complete the comments on Chris Carr's trip to Kurdistan. Choose from the following words and form participles from the verbs in brackets.

after	before	on	since	when/while

1. *Before travelling* to Kurdistan, Chris read as much as he could about recent economic development there. (travel)
2. *while/when flying* to Erbil, Chris started thinking about his first report from Kurdistan. (fly)
3. *on/After arriving* in Erbil, he immediately contacted his old friend, museum director Dr Haval Sherzad. (arrive)
4. *After spending* the first evening with Dr Haval, Chris went back to his hotel and thought, and then he decided to write about the Anfal. (spend)
5. *since/After visiting* the TV station, he was able to talk to Bana Bayar about the Anfal programmes. (visit)
6. *while seeing* the two programmes about the genocide, he immediately decided that they should be shown internationally. (see)
7. *After starting* this work to help the Kurds, he has also decided to write a book about the Anfal. (start)

WORKING TOGETHER FOR A BETTER WORLD
Turn taking in discussion

LESSONS 5&6

1 WRITING SKILLS

Write the following as a conversation. Add the correct punctuation – capital letters, commas, apostrophes, full stops, dashes, hyphens, question marks and exclamation marks.

well now lets hear some other peoples ideas about the worlds top priorities for 2025 maria delgado said sita kumar can i ask you to say something

yes of course sita said well it seems to me that its very very important to achieve priority 3 education and health care for all children

sorry but i feel i need to say something alhaji buhari said

maria invited him to speak please go ahead alhaji she replied

well alhaji began its certainly true that childrens health and education are very important priorities for the long term however i believe that we have to make climate change our most important immediate priority if we don't he went on we wont be able to provide health education or anything else

i see your point sita answered but the fact is that weve got to deal with everything health and education as well as climate change

2 WRITE

Write Chris Carr's report of your discussion with three partners in C SPEAK on SB page 53. Use your notes from A1 and this framework to write the report in three short paragraphs – one for each exchange of opinions.

	argued for ...	saying that ...	
(name)	supported ...	stating that ...	But ...
I	argued against ...	believing that ...	However, ...
	disagreed with ...	pointing out that ...	
		making the point that ...	

First, Chinar argued for World Bank loans, making the point that they have the power to help lift the whole economy quickly. However, Zara disagreed with her, saying that they often lead to huge national depts she ________ then went on to ________

Finally, ________

3 UNIT TASK

A Follow Chris's introduction with a new paragraph for each exchange between the speakers.

B Follow the start of the concluding paragraph with your own ideas.

SMALL FINANCE SCHEME BRINGS BIG BENEFITS

I did not know much about the benefits of microfinance until the recent Youth Conference in New York. Now I have also finally seen it in action, and I would like to tell you about it through a recent interview in a village on the coast of Indonesia. This was with Ibu Dhanani, a very brave woman who has fought to build a new life since the terrible tsunami of 2004 destroyed everything there and killed many thousands.

First, I asked Ibu Dhanani to tell me ________

It is clear from this, and from millions of other success stories in many countries, that microfinance loans ________

Language Focus

1 UNIT LANGUAGE REVIEW

A Complete part of the conversation with the correct forms of the verbs in brackets. (If two forms are possible, give both.)

Chris Carr is visiting a New York publishing company to discuss his proposal for a book about the Kurdish Anfal. He is talking with the Publishing Manager, Liz Ramirez.

Liz Well, my advisers and I all enjoyed (1) *reading* (read) your reports and your proposal, and we'd like (2) to publish (publish) the book.

Chris Great! Well, I can start (3) to work/…ing (work) on it tomorrow.

Liz But there is one big problem. Now, I don't mean (4) to upset (upset) you, but we want you to consider (5) adding (add) a short history of Kurdistan.

Chris I'm very happy to do that, but it'll mean (6) producing (produce) a longer book.

Liz That's fine with us. And the other thing is this: we would need (7) to have (have) the finished book from you in three months from now.

Chris Well, I'm a reporter, so I'm used to (8) writing (write) fast!

B Order the words in brackets to form this pattern: subject + verb + object + participle clause.

Chris is showing Liz some video material from his visit to Kurdistan.

1 Now here *we're looking at Bana Bayar and his people filming* out on the streets of Erbil. (looking at / filming / Bana Bayar and his people / we're)

2 And in this bit you're watching a team of experts discussing their conservation work at the ancient Erbil Citadel. (a team of experts / you're / discussing / watching)

3 This time, I'm videoing my friend Dr Haval organizing the new Anfal exhibition at the museum. (organizing / videoing / my friend Dr Haval / I'm)

4 Finally, here we are seeing some farm workers picking fruit on a farm out in the country. (seeing / we're / picking / some farm workers)

C When Chris got home after the meeting with Liz Ramirez, he told his wife what had been said. Put parts of the conversation into reported speech. Use the reporting verbs in brackets.

Liz Come in and sit down, Mr Carr. (invite) Were you able to find our offices all right? (ask)

Chris I often come past the building, so I know it well. (tell)

Liz Can I get you a coffee before we start talking about your book? (offer)

Later …

Liz Will you have time to write the book? (ask)

Chris Don't worry about that. (tell) I'm sure I can make enough time to write my first book! (say)

Liz Why does Kurdistan interest you so much? (want to know)

Chris I'm very interested in the people and their culture. (explain)

… So first she invited me to go in and sit down. Then she asked me if I had been able to find their offices all right. I told her that I often went past the building, so I knew it well. After that, she offered to get me a coffee before we started talking about my book.

Later, she asked if I would have time to write the book. I told her not to worry about that, and I said I was sure I could make enough time to write my first book. Then she wanted to know why the Antarctic interested me so much, and I explained that I was very interested in the people who lived and worked there.

D Complete the story of the book's development. Choose from the following words and form participles from the verbs in brackets.

after before on since when while

1. ~~After~~ On leaving Liz Ramirez, Chris immediately called his wife to tell her about the meeting. (leave)
2. He stopped at the library to borrow some books on Kurdistan when/while travelling home by bus. (travel)
3. After/on getting home, he went on the internet to do more research. (get)
4. Several days later, he carefully read all his notes again before starting work on writing the book. (start)
5. when/while writing the book, he sometimes emailed his Kurdish friends for more information. (write)
6. on/After completing the book, he emailed it straight to Liz. (complete)
7. Since sending it to the company, he has been waiting for further news. (send)
8. On calling Liz today, he was told that it would be in the shops next month. (call)

2 UNIT VOCABULARY REVIEW

A Use the letters in brackets to produce the words for the definitions.

1. immediately: (adv) very quickly and without stopping to do anything else (mytelimedia)
2. disagree: (v) to have a different opinion from someone else (reidsage)
3. health: (n) how your body is, especially whether you are ill or well (hathel)
4. charity: (n) an organization that gives money and/or other help to people who need it (harytic)
5. agreement: (n) something arranged or decided between people, organizations, etc, about what to do (greatmeen)
6. intend: (v) to have a plan in your mind to do something (tinden)
7. inquire: (v) to ask someone for information about something (irequin)
8. mention: (v) the act of saying something about someone or something (notemin)
9. memorial: (n) a thing, such as a statue, to remember something important from the past (molaremi)
10. weapon: (n) a thing that is used for hurting people or damaging things (openwa)

B Check your work in A. Find the words you produced in this list of important new words.

agreement atmospheric charity cooperative disagree disagreement exploration health immediately infrastructure inquire intend killer limit loan mention previous supply technological weapon

LESSONS 1&2

They are the people working with us.

1 VOCABULARY: words that often go together (collocations)

A Look at the two boxes and find words that often go together. Draw lines to connect them. Then look at SB page 56 to check your work.

business	cultural	sales	~~ski~~
star	top	trading	wide

activity	attraction	company	exchange
experience	manager	priority	~~resort~~

B Use collocations from A to complete the following. Change their forms if necessary.

1 Switzerland is famous for its many *ski resorts*.

2 She used to be a junior sales assistant, but now she's risen to become the *sales manager*.

3 Mr Bahjat has worked for several large construction companies and therefore has *wide experience* of the industry.

4 In addition to finding new business opportunities, we hope to create new *cultural exchange* between our two countries in order to understand our different ways of life better.

5 There's lots to talk about, but our *top priority* has to be next week's sales conference.

6 The two different parts of this company focus on two different *business activity* – car sales and vehicle repairs.

7 As the largest *trading company* in the country, we supply our market with everything from office equipment to building materials.

8 Zara's singing was wonderful – she was the *star attraction* at the school concert last night.

2 VOCABULARY: opposites

A Add opposites from the texts on SB page 56.

Text		
1	ugly	*beautiful*
2	forget	*remember*
2	modern	*ancient*
3	arrive	*leave*
3	import	*export*
3	fail	*succeed*
3	decrease	*increase*
4	refuse	*accept*

B Use pairs of opposites from A to complete the following. Change forms if necessary.

1 Our aim is to *leave* New York next Sunday and to *arrive* in San Francisco ten days later.

2 When the price of a product *increases* too much, people can't afford it any more, and so sales *decrease*.

3 China *imports* huge quantities of materials like iron and oil so as to make the enormous amounts of goods that it then *exports* to other countries.

4 Please *remember* to buy some milk and eggs on your way home. // Don't worry. I won't *forget*.

5 The old industrial area of town used to be *ugly* and dirty, but now it's a *beautiful* green park.

6 Saman and Karwan *failed* to climb the mountain twice, but they tried again and this time they *succeeded*.

7 At first, Nian *refused* our offer of help, but she really couldn't finish the job alone, and so she finally *accepted*.

8 Some of Britain's *modern* roads today follow the same routes that the *ancient* Roman roads followed nearly 2,000 years ago.

3 GRAMMAR: phrasal verbs

Complete the sentences with the correct phrasal verbs. Add a pronoun where necessary.

take away	take off (+ object)	take off (- object)	take out	take over

1 When do you leave? // My plane takes off at 11.05.
2 Ben was wearing a thick sweater, so when he got too warm, he took it out.
3 Zara is too busy to run the sports club now, so she's asked me to take over the job.
4 I think I put the books in that bag over there. Could you take them out for me, please?
5 Well, now we've got our new sofa, what are we going to do with the old one? // Dave and I will take it away and get rid of it.

4 GRAMMAR: modal verb + *have*

A Read the situations and use the ideas in brackets to say what *could / should / shouldn't have* happened instead.

1 Your little brother has kicked his football into a neighbour's garden. (kick the ball so hard)
He shouldn't have kicked the ball so hard.
2 You woke up late this morning. As a result, you nearly missed the school trip although, luckily, the last bus was still there! (wake up at the right time)
I should have woken up at the right time.
3 You have only come second in the school sports day 400-metre race, and you are disappointed. You think it was because you missed some training last week. (win if I train properly last week)
I could have won if I had trained properly last week.

B Rewrite your comment in A3 in two more ways. Use 1) *I wish*, and 2) *if only*.

1 I wish I had trained properly last week. Then I could have won.
2 If only I had trained properly last week, I could have won.

C Read the situations and use the ideas in brackets to say what possibly *could / may / might have* happened or what definitely *must / can't / couldn't* have happened.

1 You are looking for a friend everywhere at the end of the school day, but you can't find this person anywhere. (go home)
He/she must have gone home.
2 You left a phone message for your sister to meet you at the coffee shop, but she has not answered or arrived. (not find the message)
She can't have found the message.
3 You suddenly find that you have lost your money. Earlier, you went to the post office in order to buy some stamps. Perhaps it's there. (leave it at the post office)
I may have left it at the post office.

D Now use a form from A and then a form from C to speak to your neighbour, an old woman.

You are going to the supermarket for some eggs, and you see a neighbour – an old woman – carrying four heavy bags home from the supermarket. She looks very tired and you run to help her home. (give me your shopping list ... do your shopping for you)

You should have given me your shopping list. I could have done your shopping for you.

REVISION
Language

1 GRAMMAR: describing with participle clauses

Match the sentence parts to Azad's photos from New York and form participles from the verbs in brackets. Write the complete sentences as his descriptions of the photos.

Here are some kids	(do)	a party at the end of the conference.
Here's Stella	(give)	in Central Park.
That's the Mayor	(have)	us to Staten Island.
These are my friends	(show)	my presentation on Kurdistan.
This is me	(skateboard)	me the sights of New York.
This is the ferry	(take)	his welcome speech.

1 This is me doing my presentation on Kurdistan.

2 Here's Stella showing me the sights of New York.

3 This is the ferry taking us to Staten Island.

4 That is the mayor giving his welcome speech.

5 Here are some kids skateboarding in central park.

6 These are my friends having a party at the end of the conference.

2 GRAMMAR: *after, before, on, since, when, while* + participle clause

Complete Azad's story. Choose from the words above and form participles from the verbs in brackets.

1 Before flying to New York, Azad asked his English teacher, Kate Reilly, for some advice. (fly)

2 on/After Landing in New York, he went straight to his hostel. (land)

3 After/on arriving there, he started preparing for the conference. (arrive)

4 when/while talking to Kate Reilly, she suggested meeting her cousin Stella. (talk)

5 when/while staying in New York, he took part in the conference and also met Stella. (stay)

6 Before returning to Kurdistan, he visited his cousin in Ohio. (return)

7 After getting back home, he met Stella and Kate and invited them for dinner with his family. (get)

3 GRAMMAR: ways of comparing quantities

Compare the areas of Iraq and other countries in the region. Complete the statements about the table. Use the ways of comparing shown in brackets – (%) e.g. *15%*, (a/b) e.g. ½, or (×) e.g. *five times, twice*.

	Egypt	Iraq	Jordan	Saudi Arabia
area (km²)	1,001,000	435,000	90,000	2,331,000

Choose from these expressions:

about approximately roughly

1 Iraq is (about) five times the size of Jordan. (×)
2 Iraq has an area (approximately) half the area of Egypt. (a/b)
3 Egypt is (roughly) 40% of the size of Saudi Arabia. (%)
4 Jordan has an area (about) 20% of the area of Iraq. (%)
5 Iraq is (approximately) a fifth of the size of Saudi Arabia. (a/b)
6 Saudi Arabia has an area (roughly) twenty-six times the area of Jordan. (×)

4 GRAMMAR: reported speech

Continue Stella's blog with a description of the visit to Azad's family for dinner. Turn the pieces of direct speech into reported speech. Choose appropriate reporting verbs from the following.

agree ask inquire invite offer
remind reply say suggest tell thank

When they arrived ...

Mrs Q Please sit down and make yourselves comfortable.

Mr Q Did you have a good flight from New York, Stella?

Stella It was a long flight, but everything went well, and I was able to get some sleep on the way.

Mrs Q What are you planning to do in Kurdistan, Stella?

Stella When Kate finishes work on Thursday, our plan is to take off and travel round Kurdistan.

Later, when it was time to leave ...

Stella / Kate Thank you for a wonderful evening.

Mr Q Come and see us again soon.

Azad Don't forget that I'm taking both of you to the exhibition tomorrow. I can come for you at 3.00 if you like.

G Hi again, everyone!

When I wrote yesterday, I said that Azad had invited Kate and me for dinner with his family last night. Well, that was what happened, and we had a really nice time. When we arrived, Azad's mother ____________________

Literary Reader: Treasure Island by Robert Louis Stevenson

Episode 1: The old sailor

A **Add the correct thing or person from Episode 1.**

1 The Admiral Benbow: This was the inn where Jim lived with his parents.
2 The captain (Bill): This was the old sailor who arrived one day and decided to stay.
3 The cliff: This was where he went with his telescope to watch the ships.
4 Dr. Livesey: This was the person who visited to help Jim's father when he became ill.
5 Black Dog: This was the man who came to see 'my mate, Bill' and later had a sword fight with him.

B **Dr Livesey, as a good magistrate, decided to write notes about the noisy, dangerous guest who nearly attacked him at The Admiral Benbow. Complete the notes for him.**

This man is usually called the captain.
He is also called Bill *by his old shipmates.*
General description, including clothing: strong and heavy with long hair and an old blue coat. His hands are rough and black with dirt.

Details of scar and tattoos: a long scar across one cheek; several tattos on his arm which read: 'Here's luck', 'A fair wind' and 'Billy Bones'.

Weapons: a knife and a sword
(Used the sword *against Black Dog;*
nearly attacked me with the knife *)*
Health: very ill, has had a stroke

due to rum.

C Exam practice: Write a paragraph.

Dr Livesey had to write a report of events at The Admiral Benbow up to the captain's death, and this had to include a short description of the captain. Use your notes in B to write this description.

This man was usually called the captain, but he was also called Bill by his old shipmates. He was strong and heavy, he had long hair and he wore an old blue coat. His hands were rough and black with dirt. He had a long scar across one cheek, and he also had several tattoos on his arm which read: 'Here's luck', 'A fair wind' and 'Billy Bones'. He carried two weapones — a knife and a sword. He used the sword in a fight with a visitor called Black Dog, and also nearly attacked me with the knife.
This man was very ill, and he had a stroke after his fight with Black Dog. His ... health was due to the large amounts of rum which he drank.

D Match sentence parts 1–7 and a–g to start a summary.

1 The captain arrived with his sea-chest one day, ... c
2 He seemed to like the bay and its cliffs ... f.
3 Back at the inn every evening, he used to drink and sing, and tell frightening stories ... e.
4 Jim realized that the captain was nervous about other sailors ... a.
5 While the captain was staying at The Admiral Benbow, Jim's father became ill, ... g.
6 During one of these visits Dr Livesey refused to listen to a story by the captain, ... d.
7 One day, when the captain was out watching for ships, a horrible looking man called Black Dog arrived ... b.

a ... and that he was especially worried about a seaman who only had one leg.
b ... and hid behind the door, waiting to surprise the captain on his return.
c ... and he decided to stay at The Admiral Benbow.
d ... who got very angry and nearly attacked him with a knife.
e ... which he ordered everyone to hear in silence.
f ... because it was quiet, and he could watch the ships out at sea.
g ... so Dr Livesey came to look after him.

E Match sentence parts 8–15 and h–o to complete the summary.

8 Later, Jim heard the two men talking quietly at first, ...
9 Although the captain won the fight and made Black Dog run away, ...
10 When Jim later went to see the captain as he was resting in bed, ...
11 The day after Jim's father suddenly died, ...
12 Although he was very weak and getting weaker, ...
13 Several days later, when Jim was standing at the inn door, ...
14 The blind man put something into the frightened captain's hand, ...
15 The captain looked down at the thing in his hand, cried out something about time, ...

h ... the old seaman told him a little about his secret and the men who were looking for him.
i ... the captain started coming downstairs again to drink and sing.
j ... tried to stand up and then fell to the floor, dead.
k ... but then the conversation turned first into an argument and then a sword fight.
l ... another visitor, a horrible blind man, arrived and ordered the boy to take him to the captain.
m ... he collapsed soon after that, and he was lucky that Dr Livesey was there to help him.
n ... he sat there with his sword, ready for trouble.
o ... and then he immediately left again.

F Work with a partner. Take turns to read out the whole summary, sentence by sentence.

Episode 2: Everything changes at the inn

A Find the mistakes and write out the sentences correctly. (There are always two or more mistakes.)

1 It was about ~~seven~~ o'clock when Jim found the key to the captain's ~~bedroom door~~ on a piece of string in his pocket.

It was about six o'clock chest

around his neck

2 Jim and his mother had counted all their money when they heard Black Dog downstairs as he banged on a window and tried to get in.

about half the blind man

the door .

3 After Pew and six or seven other men had run over the bridge to the inn, most of them stayed outside while he went in, and he found first the chest and then the dead captain's body.

seven or eight went inside

stayed outside ... they ... dead captain's body ... the chest .

4 Pew could not see where he should go, and he was injured when he fell under one of his men's galloping horses.

killed the law officer's

5 Jim and the others found the captain and carried him to the village, and there he recovered well after a long while.

his mother her she

a little .

6 Jim told Mr Dance about the packet that he had taken from the captain's coat pocket, and he said that he wanted to get it to the squire.

chest

Dr. Livesey .

7 The squire was having dinner at Dr Livesey's house, and there Jim and Mr Dance found them smoking their pipes in the dining-room.

The doctor the squir's

library .

8 When the squire opened the packet that Mr Dance had brought, they found two books and a rolled-up map.

Dr. Livesey Jim a book .

9 The map showed a big country and, on the back of it, there were details about how to find the captain's treasure there.

an island

Flint's

10 The squire decided to lead a voyage from London to find the treasure, and the doctor agreed to go, but he also told the squire to tell everyone about the map.

Bristol

no one .

B Exam practice: Write a paragraph.

Give full answers to write a paragraph about the situation after the captain's death.

Who did Jim tell about Pew's visit and the captain's sudden death as soon as she came? What was it hard for them to decide then? On the one hand, who did Jim want to go and see? And what did he want to tell him about? On the other hand, why didn't he want to do that? Why were they also against staying together at The Admiral Benbow? What did they therefore decide to do next? Then what did they plan to do after that? Why did they want to do that?

As soon as Jim's ~~mother came, he told her about Pew and the captain's sudden death. It was hard for them to decide what to do then. On the one hand, Jim wanted to go and see Dr. Livesey. And he wanted to tell him about Flint's crew and the captain's death. On the other hand, he didn't want to do that because his mother would be left alone and her safety was most important thing to him. They were also against staying together at the Admiral Benbow because it seemed too dangerous. Therefore, they decided to go next to the nearest village to get help. Then they planned to come back to the inn. They wanted to do that to open the captain's chest and take the money they were owed.~~

Episode 3: The sea-cook

A Complete Dr Livesey's notes about the ship.

Name: (the) Hispaniola
Weight: 200 tonnes
Bought by: squire Trelawney
Where bought: Bristol
With the help of: (the squire's old friend) Blandly.

B Complete Dr Livesey's notes about the new ship's cook and the new captain. Use his own ideas and all the other information available in Episode 3.

The ship's cook
The ships cook

Name: Long John silver
Owns and runs: The spy-glass inn
owns and runs
in: Bristol
General description: Tall, strong, clean, with an intelligent face. His left leg is cut off near the top and he uses a crutch.

What sort of person he seems to be:
Pleasant, friendly, clever and honest.

The captain

Name: smollett *Was found by:* Blandly
Took the job under: sealed orders
Took the job under
What sort of person he seems to be: serious, careful and honest. He says exactly what he thinks.
sort seems
Things he told us he did not like: 1) The voyage
like
2) The ship's crew 3) The ship's officers, Mr. Arrow.

C Exam practice: Write two paragraphs.

Dr Livesey had to write a report about people who took part in the voyage. Use his notes in B to write a paragraph each about the ship's cook and the captain.

The ship's cook

The ship's cook was called Long John silver. He owned and ran The spy-glass inn in Bristol. He was tall, strong and clean, and he had an intelligent face. His left Leg was cut near the top, and he had to use a crutch. He seemed to be a pleasant, friendly, clever and honest.

The captain

The captain was called Smollett. He was found by Blandly, and he took the job under sealed orders. He seemed to be a serious, careful and honest and he said exactly what he thought. He said he didn't like the voyage, the ship's crew and the ship's officer, Mr. Arrow.

D Answer the questions.

1 During the period before the Hispaniola sailed, where were the squire, Dr Livesey and Jim Hawkins?

The squire was in Bristol, Dr. Livesey was in London and Jim stayed at the squir's home.

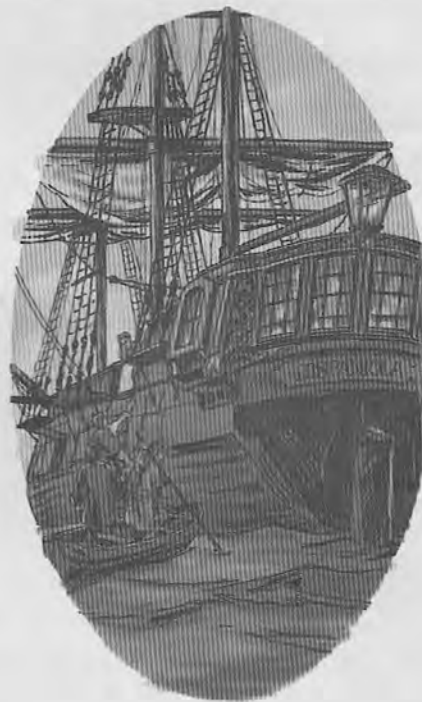
2 What two things did the squire have to find during this period, and who helped him to find each?

The squire had to find a ship and a crew and his old friend Blandly helped him to find them.

3 Why was Jim sure that Long John Silver could not be the frightening one-legged man who Bill, the guest at The Admiral Benbow, had spoken about?

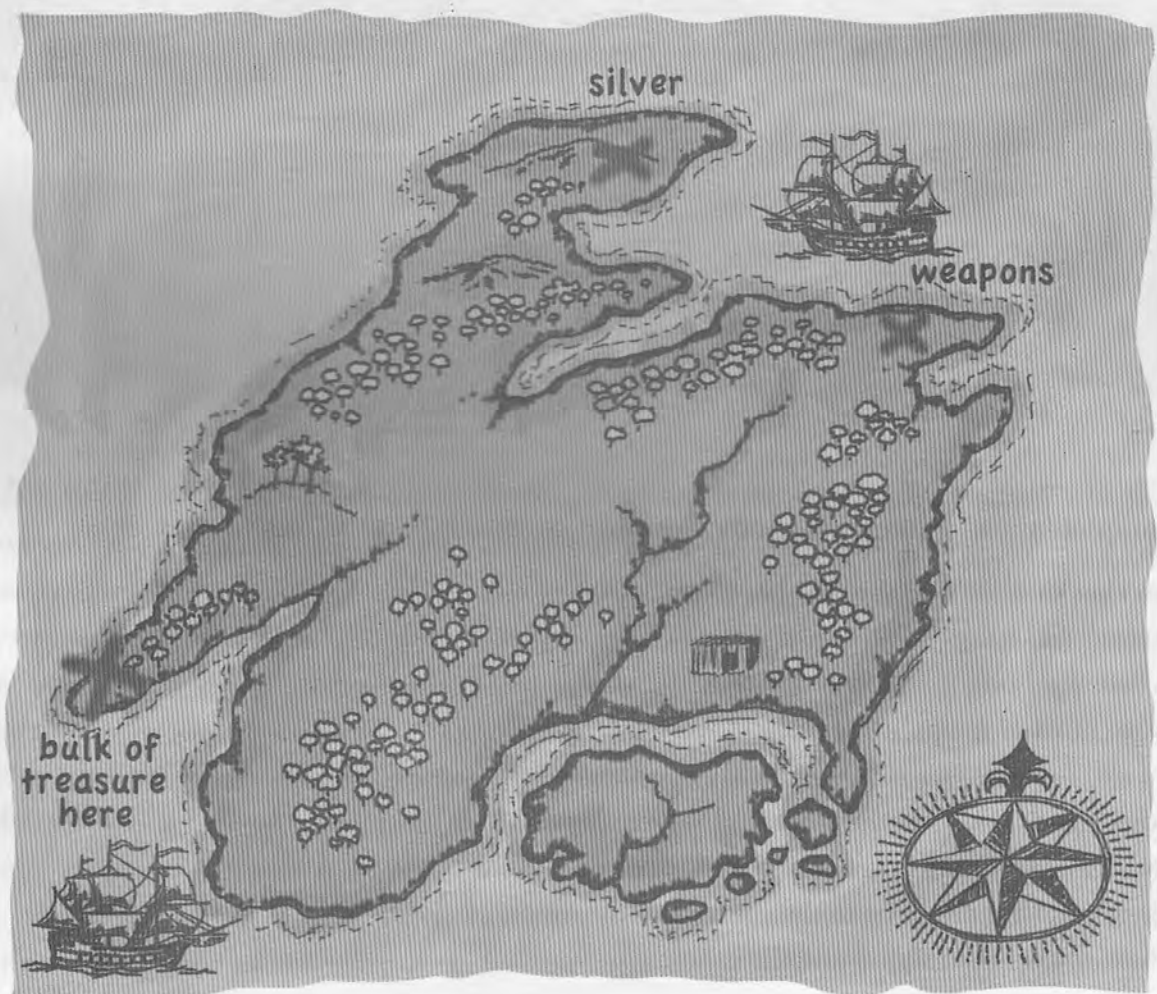
Jim felt sure silver couldn't be the one-legged man Bill had talked about be cause he seemed so friendly and honest.

4 What did Smollett feel were, on the one hand, the good and, on the other hand, the very bad things about Mr Arrow?

Smollett felt on the one hand that Mr. Arrow was a good Sailor and on the other hand that he was too friendly with the crew to be a good officer.

5 What did members of the crew know about the aim of the voyage that Smollett did now know, and how did he feel about this?

Members of the crew knew that the aim was to find treasure, and he was not happy that they knew something that he had not been told.

6 Why did Smollett want all the weapons to be kept near the squire and the people who seemed reliable at the stern of the ship?

He wasn't happy with the crew and he wanted to make sure that the ship, the squire and his people would be safe from them.

Episode 4: The voyage

A Add the missing words to the summary of Episode 4, Section 1: The voyage begins.

Everyone worked hard all (1) night to get the ship ready to leave Bristol early the next morning. When the time came, the sailors called for (2) Long John Silver to sing as they lifted the heavy ship's (3) anchor. The song made Jim remember how the old (4) captain used to sing back at (5) The Admiral Benbow.

The voyage appeared to go quite well at first. The (6) Hispaniola was a good ship, the crew were (7) experienced, and Captain Smollett (8) knew how to do his job well. There was only one man who was a problem – (9) Mr. Arrow, but he disappeared one dark, stormy (10) night, and it seemed that he must have fallen into the sea.

Even though Long John Silver only had one (11) leg, he was able to get around amazingly well. He was also friendly with everyone, including Jim, and he often invited the cabin boy into his (12) galley. In there, he kept his parrot, called (13) captain Flint, and this bird used to keep repeating the words (14) pieces of eight. Silver explained that the parrot had learned these words when a huge (15) treasure of these coins had been pulled up from the seabed.

B Complete these statements about Episode 4, Sections 2 and 3. Tick (✓) a, b or c.

1 Jim Hawkins climbed into the barrel on deck

- a to have a sleep. ☐
- b to listen to Long John Silver and the others. ☐
- c to get himself an apple to eat. ☑

2 Israel Hands and Long John Silver disagreed about

- a the idea of taking the treasure from the squire and the others. ☐
- b when to take the ship from the squire and the others. ☑
- c whether to kill the squire and the others afterwards. ☐

3 · When Smollett showed Long John Silver the map, he asked him to say
a where he had once landed for supplies and water many years before. ☐
b where the treasure was buried. ☑
c where he had once hidden some supplies years before. ☐

4 · After Jim had told the others what he had heard in the barrel, they guessed that
a there might be nearly four times more people against them than there were for them. ☐
b the other side could have nearly 80% of everyone on board the ship. ☐
c Long John Silver might have nearly three quarters of everyone on board on his side. ☑

5 · Captain Smollett said that they should attack the pirates
a and then turn back to England. ☐
b only when they had found out which sailors were for the pirates and which were not. ☑
c only after they had found the treasure. ☐

C Exam practice: Write two paragraphs.

Give full answers to summarise things we learn from the conversation that Jim hears by accident.

Through the apple barrel episode, what do we discover that Long John Silver really was? By talking to young Dick, what was the older man persuading him to do? Who else did he talk to after this and what do we learn about this man?

When Silver talks to Dick about money, how did he show that he was different from the other men? From this, do we realize that he was much more or much less clever than the others? What did he say about his future plans after they take the treasure?

پلانی داهاتووی

Long John Silver and his future plans

رووداو

Through the apple barrel incident, we discover that Long John Silver is really a pirate ~~and the one who looked after supplies for Flint. By talking to young Dick, he is persuading him to join the pirate group on the Hispaniola. After this, Silver also talks to the coxswain, Israel Hands, and we learn that this man is also a pirate.~~

~~When Silver talks to Dick about money, he shows that he is different from the other men because he saves his money whereas the others quickly spend all theirs.~~

~~From this, we realize that he is much more clever than the others. And with his money, he plans to leave somewhere quietly with his wife for the rest of his life.~~

Episode 5: We arrive at the island

A Match sentence parts 1–7 and a–g to start a summary of sections 1 and 2.

1 after / Hispaniola (reach) / island / next morning, e
2 men (be) clearly close / mutiny, g.
3 Smollett (decide) Silver / most / crew should go ashore f.
4 Jim (decide) to drop quietly into one / pirates' boats, but Silver (see) him, d.
5 when Jim later (hear) voices, / quietly (move) closer, a.
6 (see) that Silver (try) / persuade Tom / join / pirates, c.
7 then Silver (blow) / whistle, and Jim (guess) that he (call) / men, b.

a and / (see) that it (be) Silver / one / crew (call) Tom
b and so / (run) back through / woods / save his own life
c and when Tom (refuse), Silver cruelly (kill) / poor man
d so when / boats (reach) / beach, / boy (jump) out / (run) into / woods for safety
e crew (stop) following orders properly / (start) grumbling
f because Silver (tell) / men / work properly to hide / secret plan
g and so we (have) / meeting / cabin / decide what to do

B Write out the complete summary, expanding as necessary and putting the verbs in the correct past tense forms.

After the Hispaniola reached the island the next morning, the crew stopped following orders properly and started grumbling. The men were clearly close to mutiny, and so we had a meeting in the cabin to decide what to do. Smollett decide that Silver and most of the crew should go ashore because Silver would tell the men to work properly to hide his secret plan. Jim decided to drop quietly into one of the pirate's boats, but Silver saw him, so when the boats reached the beach, the boy jumped out and ran into the woods for safety. When Jim later heard voices, he quietly moved closer, and he saw that it was Silver and one of the crew called Tom. He saw that Silver was trying to persude Tom to join the pirates, and when Tom refused, Silver cruelly killed the poor man. Then Silver blew his whisele, and Jim guessed that he was calling his men, and so he ran back through the woods to save his own life.

C Work with a partner. Take turns to read out the whole summary, sentence by sentence.

D Exam practice: Write three paragraphs.

Tell the story of Ben Gunn and Treasure Island in three short paragraphs.

1 Expand the sentence parts and put them in the correct order to form topic sentences for each paragraph.

a • on / second visit / Treasure Island, / B.G. (be) on / different ship / (persuade) / crew / help him look for / treasure

b • in / three years from then until now, / (live) alone, and / (have) only / to eat / all that time

c • B.G. first (come) / Treasure Island many years ago when / (be) / member of Captain Flint's crew

2 Write out the first topic sentence below, and then add information to complete the first paragraph. Write about:

- other members of the crew
- what happened on the island

3 Write out the second topic sentence below, and then add information to complete the second paragraph. Write about:

- what happened on the island during the first twelve days
- what happened after that

4 Write out the third topic sentence below, and then add information to complete the third paragraph. Write about:

- what B.G. seems to have found during these years, and how we know this
- what he is frightened about when he first sees Jim
- what he promises to give Jim, and why
- how he hopes to leave T.I. for ever

Ben Gunn and Treasure Island

Ben Gunn first came to Treasure Island many years ago when he was a member of captain Flint's crew. At that time, Billy Bones was the ships' mate and Long John Silver looked after the ships' supplies. Flint took six strong sailors to the island to help bury the treasure, but he came back alone. He had killed them all. On his second visit to T.I., Ben Gunn was on a different ship, and he persuaded the crew to help him look for the treasure. During the next twelve days they looked for the treasure, but they found nothing. After that, the other crew members angrily left him on the island with just a gun, a pickaxe and a spade, and they told him to find the treasure himself.

In the three years from then until now, he has lived alone, and he has had only goats, berries and fish to eat for all that time. During these years, he seems to have found Flint's treasure because he says that he is rich. When he first sees Jim, he is frightened that Flint's ship has returned.

He promises to give Jim some of his treasure because the boy is the first to find him. He hopes the squire will want his help and will let him leave T.I. for ever on the Hispaniola.

Episode 6: The stockade

A Find the mistakes and write out the sentences correctly. (There are always three or more mistakes.)

1 The doctor and Redruth took two boats and landed far to the right of the pirates' boat, and not far from a stockade which they had seen from the ship.

2 After a quick return to the beach, the doctor and the others loaded his seaman's chest, some food supplies, some swords and some gun powder to take to the stockade.

3 On the boat's fourth and final trip to the shore, the squire, the doctor, Captain Smollett and three others took with them various supplies. Silver and the other five men they trusted were left behind on the ship.

4 With its heavy load, the boat was low in the water, so when a musket shot from the Hispaniola fell right on it, it began to sink, and everyone had to swim to the beach, leaving all their supplies underwater.

5 Grey and Hunter got the rest of the supplies at low tide, so then everyone inside the stockade had enough food for only eight days – and they could not hope for Blandy's rescue ship to arrive for several weeks.

6 As Jim returned to his friends with Ben Gunn's request for a meeting with Captain Smollett, the young cabin-boy saw the Jolly Roger flying above the stockade and Captain Smollett's flag flying from the ship's mast.

7 After Jim's return to the ship, he slept long and deep, and he was finally woken up next afternoon by the sound of birds in the trees and the pirates' request for a peace meeting with Silver, who now called himself 'Admiral'.

8 Silver threw his hat over the stockade fence, came through the gate in the fence, and then he offered to exchange the lives of everyone outside for some food, but the squire offered instead a fair trial for all the pirates back in England.

9 Angrily, Silver said that the lucky ones would be the ones who died in the coming fight. While he was leaving, everyone prepared swords for the pirate attack which followed two hours later and which left many dead and badly hurt.

B Exam practice: Write a short essay.

1 Take the part of Dr Livesey and write notes about the friends' situation at the end of the fight. List points in their favour and points in the pirates' favour.

- more/fewer people, control of the stockade/the rest of the island/the ship:
- weapons on both sides:
- supplies on both sides – including food for the friends to survive for how long; how long before a rescue ship can arrive:

2 Use these sentence parts to write the doctor's introductory paragraph on the next page.

following / terrible fight / stockade, / (seem) / good time to consider / situation in detail. Here (be) some / points in our favour / points against us

3 Use your notes from 1 to write three more short paragraphs about the situation on the next page.

4 Write your conclusion starting as shown below, and then finish with your own answers to these questions.

- Are the dangers greater than / less great than the points in your favour?
- Do you believe that your friends and you will survive and return home safely, or do you think that your friends and you will be killed and will never leave Treasure Island alive?

Our situation at the end of the fight

Following our terrible fight at the stockade, this seems a good time to consider our situation in detail. Here are some of the points in our favour, as well as some of the points against us. We have fewer people, but at least we have control of the stockade. However, the pirates have more people, and they have control of the rest of the island as well as the ship.
On our side, we have muskets and swords.
On theirs, they have muskets too, and they also have the ship's cannon.
We have only the supplies here in the stockade, including food for just ten days.
However, they have all the ships' supplies.
In addition to this, it will be months before a rescue ship can arrive.

After considering our situation from different points of view, I feel that the dangers are greater than the points in our favour. I believe that my friends and I will be killed and will never leave T.I. alive.

Episode 7: My sea adventure

A Complete these statements about Episode 7, Sections 1 and 2. Tick (✓) a, b or c.

1 Jim left the stockade
a soon after the doctor had left. ☐
b at the end of the afternoon. ☑
c soon after it had got dark. ☐

2 The doctor and Jim
a both took weapons with them when they left the stockade. ☑
b told the others where they planned to go. ☐
c went to get away from the dead bodies. ☐

3 Before Jim left the stockade, his plan was
a to cut the Hispaniola free. ☐
b to get Ben Gunn's boat and sail out to the ship. ☐
c just to find Ben Gunn's boat. ☑

4 Jim sailed the boat out to the Hispaniola
a so as to take it and keep it somewhere safe from the pirates. ☐
b so that he could cut the anchor rope and get on board. ☐
c in order to let the ship go and stop the pirates from using it. ☑

5 When Jim cut the rope, the ship and the boat started moving
a in opposite directions along the coast. ☐
b straight out to sea, away from the island. ☐
c in roughly the same direction along the line of the shore. ☑

6 When Jim saw the Hispaniola again next morning,
a he wanted to stop the ship from hitting the rocky shore. ☐
b he had the idea of getting the ship back from the pirates. ☑
c he realized that there was no one on board. ☐

B Add the missing words to the summary of Episode 7, Sections 3 and 4.

After Jim had climbed on board the (1) ________, he found two men who both seemed (2) ________. Jim was thinking that they must have killed each other, but then one of them – (3) ________ – moved and asked for some brandy.

Jim found some brandy for the pirate, gave it to him, and then told the man that he, Jim Hawkins, was now in charge.

Both Jim and Hands now wanted to beach the (4) ________ somewhere safe, but Jim did not know how to sail the ship and Hands was not strong enough to do the job. Instead, he offered to tell the boy what to do, and soon Jim was (5) ________ the ship into the safety of the (6) ________.

Just before the Hispaniola beached, Jim turned to find Hands standing with a (7) ________ in his hand, ready to kill him. He came towards Jim, but Jim quickly moved to avoid the attack. And then the ship hit the shore violently and fell to one (8) ________, throwing both man and boy to the (9) ________. Jim quickly got up, ran to the nearest (10) ________ and started climbing up. When he was high up, he stopped to load his (11) ________. But Hands was following fast. Then he too stopped as he (12) ________ the knife and hit Jim in the (13) ________. Despite this, Jim was able to fire both guns, and Hands fell into the (14) ________ with a cry.

Finding that he was not badly hurt, Jim threw the other dead man into the water, too. Then, leaving the ship as safe as he could, he started walking back as fast as possible to the (15) ________ to tell his friends everything that had happened.

He finally got there late at (16) ________, and he was happy to hear loud snoring as his friends slept inside. But then, going in through the (17) ________, he was surprised to hear a strange voice calling out, 'Pieces of eight! Pieces of eight!' It was the (18) ________, Captain Flint!

There was no time to do anything: in a moment, the pirates were awake, and they quickly caught Jim. There was no escape!

C Exam practice: Write a short, imaginative essay.

Imagine yourself, as Jim, asleep in the boat. Describe your dreams about home and events at The Admiral Benbow. Describe three of the events – strange, frightening or sad – that you remember most clearly.

Write a short paragraph about each.

My dreams about home and events at The Admiral Benbow

After I had fallen asleep, I soon started dreaming about home and things that had happened at the Admiral Benbow. First, I dreamed about the day that Black Dog arrived. In my dream, I heard the captain and the visitor start shouting and then I saw the frightening sword fight again. Later I dreamed about the sad time when my father became ill and then died. In my dream, my mother and I were holding each other and crying together.

After that, I had a terrible dream about the night when my mother and I opened the dead captain's chest to take the money that we were owed. I dreamed that Pew and his men were coming to catch us and kill us and that we could not get away. I was really frightened!

Then I woke up and I was very happy to find that I was still alive – although I was certainly still in a dangerous situation in my little boat out on the open sea.

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Episode 8: Captain Silver

A Answer the questions about Sections 1–3.

1 When Jim wrote, 'So, my friends were alive.' what did he mean?

Jim meant that he now know from the way Silver had just spoken that his friends were alive.

2 The pirates went outside to discuss someone, and to decided whether to do something. Who, and what?

They went out side to discuss Silver, and to decide whether to get rid of him as their Leader.

3 Why did Silver think that Jim was more useful alive than dead?

He thought that Jim could speak for him and save him from being hanged.

4 How did Silver change his men's minds and make them support him again? (Make two points.)

He showed them that they were the ones who had stupidly lost the ship and that he was the one who had cleverly got the treasure map.

5 Why did the doctor come to the stockade the next morning?

He came to the stockade the next morning in order to look after the injuries of two of the sailor.

6 What was Silver most worried about, and how did he ask the doctor to help him?

Most of all, Silver was worried that he would be hanged, and he asked the doctor to say a good word about him.

7 How did the doctor feel about Jim's recent actions – a) before he heard the boy's explanation, and b) after he heard it?

a. Before he heard Jim's explanation, the doctor felt that the boy had been very cowardly to leave Smollett.

b. After he heard it, he felt that the boy had saved all their lives.

B Match sentence parts 1–9 and a–i to start a summary of sections 4–6.

1 when / pirates (go) up / hill to find / treasure, _d_
2 pirates (be) frightened first to find / skeleton _b._
3 they (become) very excited as / (get) near / treasure site, but _f._
4 shock (change) to anger and / (turn) to kill Silver / Jim, but _c._
5 during their return to / boats, / doctor (explain) everything and Jim (learn) _i_
6 after (destroy) one boat / and (row) / other along / coast to / cave, _a._
7 squire (not want) to accept Silver, but by the evening that terrible pirate _h._
8 it (take) days (load) all / treasure / Hispaniola, but then they (be) ready: _g._
9 when / reach Mexico, Long John Silver (disappear) with / bag / coins _e._

a they (join) / squire / Captain Smollett – and there of course (be) / treasure, too
b and then to hear what they (think) was / sound of / ghost singing
c then musket shots (hit) two / them and / other three quickly (run) away
d Long John Silver (tie) Jim with some rope / (make) him follow
e and / others (sail) away / England with all the rest / treasure
f when / (reach) it all they (find) was / large, empty hole
g (leave) some supplies for / three pirates, and / (sail) away from Treasure Island for ever
h (turn) himself back into / same friendly seaman he (seem) to be / Bristol long before
i that Ben Gunn (find) and (move) / treasure to / secret cave long before

C Write out the complete summary, expanding as necessary and putting the verbs in the correct past tense forms.

~~1. when the pirates went up the hill to find the treasure, Long John Silver tied Jim with some rope and made him follow. 2. Then pirates were frightened first to find a skeleton and then to hear what they thought was the sound of ghost singing. 3. They became very excited as they got near the treasure site, but when they reached it, all they found was a large, empty hole. 4. Shock changed to anger and they turned to kill Silver and Jim, but then musket shots hit two of them and the other three quickly ranaway. 5. During their return to the boats, the doctor explained every thing and Jim Learned that Ben Gunn had found and moved the treasure to asecret cave Long before. 6. After they had destroyed one boat and rowed the other along the coast to the cave, they joined the squire and Captain Smollett – and there of course was the treasure, too.~~
~~7. The squire didn't want to accept Silver, but by the evening that terrible pirate had turned himself back into the same friendly seaman he had seemed to be in Bristol Long before. 8. It took days to load all the treasure on the Hispaniola, but then they were ready: they left some supplies for the three pirates, and they sailed away from treasure Island forever. 9. when they reached mexico, Long John Silver disappeared with a bag of coins and the others sailed away to England with all the rest of the treasure.~~

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D Interpret the text.

1 How did Jim react in Section 1 when Long John Silver told him he had the treasure map, and what did Jim probably think then?

when Silver told him that he had the map, Jim's mouth fell open, and he probably thought that the pirates had won the fight for the treasure.

2 What do we learn in Section 5 that shows why the doctor was happy to give the map to Silver?

we learn that the doctor was happy to give the map to silver because Ben Gunn had already moved all the treasure away to a cave on the other side of the island.

3 What did the doctor mean in Section 3 when he told Silver to expect trouble?

when the doctor told silver to expect trouble, he meant that the pirates would find just an empty hole instead of the treasure, and that the other men woud be very angry with their leader, Silver.

E Exam practice: Write a short, imaginative narrative.

In Episode 6, Dr Livesey tells part of the story. Now do the same for the time after he leaves the stockade at the start of Episode 7. Imagine and tell the doctor's story of his journey to find and talk to Ben Gunn. When you narrate their conversation, use a mixture of direct and reported speech.

What happened after I left the stockade

After eating lunch, I picked up two pistols, a musket, a sword and the treasure map and walked quickly into the woods to the north. After nearly an hour, I saw something between the trees. It was dark and strange and bent over: it was Ben Gunn. 'Ben Gunn!' I called. 'I am Jim's friend, Dr Livesey please come out and let's talk.' Slowly, Ben Gunn nervously appeared. 'Are you really not one of Flint's men?' he asked. 'No, certainly not,' I replied. 'We're fighting for our lives against them.' 'Well,' he asked, 'if I help you, will you help me to get away from this terrible island forever?' I promised that we would very happily help him and said that we needed all the help that we could get. I explained that the pirates wanted to take the map, find the treasure and kill all of us. 'Well, even if they get the map, that won't help them,' the castaway said with a sudden laugh. 'Why's that?' I asked, and Ben Gunn told me his story. He had found the treasure, he explained, and little by little he had carried it to a secret cave on the other side of the island. At first, I could not believe the man, but he told me that it was all completely true, and he asked me to go with him and see. Together, we climbed Spy-glass Hill, and Ben showed me a large hole at the top. 'That's where the treasure was,' he said, and then he invited me to go on with him again – this time to the cave. It was a long way, and it was early evening before we got there. However, my journey had a happy end. There, deep in the dark cave, the treasure shone gold in the last night of the sun. It was a wonderful sight! I began to think that we could perhapes win against silver and the pirates.

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